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HISTORY PERIODICALS

JANUARY, 1934

414183 W52

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Biography.—The teaching of biography has many objectives, including character training, vocational guidance, patriotism, morals and manners. The school law requires that at least one half-day session must be held in the public schools of California to celebrate Lincoln's Birthday. We have provided material and suggestions for the biographical holidays of Lincoln, Washington, and Burbank in this issue. This material is original and suitable to the California schools.

Distribution of Billions.—1934 will undoubtedly be noted for the distribution of billions for public improvement, for relief work, for loans to various municipal, state, and national enterprises. The schools will have to go back to the days of John Swett when he rode horseback from one end of the state to the other making vigorous appeals for more money for a state system of schools. The modern school will, however, use an airplane or automobile. The public school system must make a loud noise to get adequate support. Bridges and dams and great public buildings will be given the preference unless the schools make insistent demands for money to carry on the educational work. We must all be aggressive and fight for more money for teachers' salaries, textbooks, and school equipment.

"I am not a man of strife—
I always stand for peace;
But the wheel that does the squeaking
Is the one that gets the grease."

Fifth Annual Book Fair.—The fifth annual book fair will be held in the M. H. deYoung Memorial Museum, February 1 to April 1, 1934, between the hours of 10 a.m. and 5 p.m. daily. In addition to rare handcraft books, both Oriental and Occidental, and the usual book plates, fine bindings, and graphic wall displays, there will be scattered through the galleries portrait busts of David Starr Jordan, Joaquin Miller, Edwin Markham, Luther Burbank, and John Muir, by Gertrude Boyle Kanno.

A special feature will be a collection of broadsides done by outstanding commercial printers with the idea of encouraging art printing among the solely commercial products. Printing is the greatest industry of the Bay Region, amounting to over sixty million dollars a year and giving employment to more than twenty-five thousand persons. The quality of the work done places California in the front ranks of handcraft printing in all forms. At the last exhibition more than 167,000 persons registered attendance. Mrs. Frederick H. Colburn is the founder and will be in charge of the exhibit.

Accuracy.—The teacher is a public benefactor who is a good drill-master in enunciation and pronunciation. It is not only embarrassing, but it is actually mentally distressing to have a speaker, either in a speech or in conversation, muffle a word now and then so you lose the point of his remarks. Enunciation in conversation or in formal speech is greatly to be desired, and the mispronunciation of words in a formal public speech is almost unforgivable. We, of course, have in mind words in common use. It is not a crime to mispronounce strange and unusual words or words that have several pronunciations. Every graduate of our junior high schools, however, should have a keen appreciation of the euunciation and pronunciation of words. The radio, the theater—especially the audible movies—are an aid to this generation in correct speech.

Roy Cloud.—The executive secretary of the California Teachers' Association has been writing a series of very valuable historical articles for the San Francisco *Chronicle* and other papers. Several of his articles have appeared in as high as eighty newspapers. Mr. Cloud is the author of an interesting book on California entitled "On the Trails of Yesterday." It is attractively illustrated and is especially valuable on account of the historical accuracy of the content and Mr. Cloud's actual contact with pioneers who helped make the trails of other days. Mr. Cloud's work as executive secretary of the C.T.A. has become of increasing importance on account of the necessity of guarding the public school system in these strenuous times, when the old order is changing and the interests of the children in the public schools must be carefully guarded less adverse laws and rulings be made that will greatly cripple educational work.

The Crisis in Education.—The research division of the N.E.A. has issued a very remarkable bulletin on current conditions in the nation's schools. J. W. Crabtree, secretary, in the foreword, says: "Will people withdraw children from school and slack their demands for good educational services or will they provide at least reasonably adequate school funds?" The national research shows that the demands on the schools are becoming greater while their financial support is diminishing. The estimates show that the schools will enroll more pupils in 1933 and 1934 than in 1932 and 1933, and that the number of teachers employed has been decreased. The teacher budget, the building program, the length of term, and the extracurricular activities and regular courses have all been diminished. The findings on textbooks and supplies are as follows:

> Although 80 per cent of 604 city school systems maintained or increased their free textbook service between September, 1930, and June, 1933, the sale of textbooks has dropped over 30 per cent since 1930. Obviously, wornout books are not being purchased.
>
> Not quite 70 per cent of the cities reporting maintained and increased their reference and other book services. Reduced expenditures for supplies appear in cities of all sizes, but especially in the cities of over 30,000 population. Further reductions in supplies during 1933–34 are expected by over 90 per cent of the cities, while only four cities report that increases will be made.

The deplorable conditions presented by the research bulletin are not local, but national. California should lead, however, in securing more money for the essentials, even if we build fewer airplanes and bridges and less expensive school buildings and buy cheaper automobiles. It is up to the great and resourceful State of California to stop the curtailment of educational facilities and to lead all others in a fight for budgets for the real work of education.

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XL, No. 1. SAN FRANCISCO, JANUARY, 1934 PRICE 15 CENTS

FEBRUARY FOR POPULARIZING BIOGRAPHY

BY ALICE HAND

GREAT MEN of the past should be introduced to the children of today as kindly friends whose achievements are rich in suggestion for right and happy living. Great Americans whose birthdays come in February can be so humanized and vivified by sympathetic teachers that their pupils will always regard the month as a source of enjoyable friendships to be carried through life with them.

New values in right thinking and true patriotism can spring from happy personal relations established between school children and such men as Edison, Longfellow, Lindbergh, Lincoln, and Washington.

A bird's-eye review of the progress of our nation since its birth can be profitably presented with the contributions of February's great men acting as outstanding peaks.

Many schools are using the plan of setting aside one day in the month for a general "Birthday Party" for the whole February group, preferably the twenty-second. The play presented to you here for acting, or reading aloud, exemplifies such a group celebration.

If separate celebration of Lincoln's Birthday and Washington's Birthday seems preferable to you, try dividing your class into Lincolnites and Washingtonians, inciting each group to present on his respective birthday his hero, more dynamically interpreted than the other may do it. Let them search out new anecdotes, fresh character angles, a larger group of personal quotations than produced the year before. Assign some five or six definitely contrasting characteristics of each President to be illustrated by incident and anecdote found in outside reading. Three or four brief scenes from the life of each man could be presented by the rival groups, with perhaps a small prize offered for the best interpretation.

Assemble a reference shelf of volumes early in the month, encourage much informal discussion, accenting unobtrusively every point in the biographies of Lincoln and Washington that might be of value to the character development of the youth of today.

[*Study projects and "things to make" could be included here verbatim from the list given in last year's article. It's better than any I've seen in other teachers' "helping" magazines—IF you have room!*]

MRS. FEBRUARY'S CHILDREN

A Washington's Birthday Play for Intermediate Grades

BY ALICE HAND

SCENE: Front part of classroom after school has been dismissed. Door upper left. Teacher's desk upper right. Several chairs. A row of four desks across rear. Large portrait of George Washington above desk occupied by child.

CHARACTERS: MARY ELLEN, who hates compositions. MISS BRIGHT, her teacher. MRS. FEBRUARY, played by MISS BRIGHT. DANIEL BOONE, frontier man's dress. ABRAHAM LINCOLN, black suit, white shirt, black tie, carries bundle of legal papers. HENRY WADSWORTH LONGFELLOW, carries several books. THOMAS EDISON, small microphone, or some article indicative of his inventions. SUSAN B. ANTHONY, old-fashioned dress, voting ballot in hand.

[*Miss Bright at teacher's desk sorting papers; Mary Ellen attempting to write at pupil's desk, left center in row across rear.*]

MARY ELLEN: Oh, dear, Oh, dear! My pencil's nice and sharp, but I can't make it work. What is it that I'm supposed to write about, Miss Bright?

MISS BRIGHT [*reads from open book, then hands it to Ellen*]:

Lives of great men all remind us,
We can make our lives sublime,
And departing, leave behind us
Footprints on the sands of Time.

MARY ELLEN: Oh, dear, Oh, dear, Miss Bright, how can I make a February composition out of that? I've looked up "sublime" in the dictionary, and I know it means "noble and good in character," and of course, I know February is all tracked up with footprints of great men who were born between the first and the twenty-eighth, except when leap year makes it twenty-nine, BUT——

MISS BRIGHT: *BUT* you don't want to get acquainted with any of Mrs. February's children! Everyone in the class with a February composition except Mary Ellen. That's not a nice way to celebrate Washington's Birthday.

MARY ELLEN: Oh, dear, Oh, dear, Miss Bright, it's so lonesome to stay after school, but I'll do it. Give me the list!

MISS BRIGHT: Good girl! There are the books [*points to reference shelf*]. I'm going down to the teachers' meeting. When I come back, I hope you'll have made friends with at least five February Great Folks. Good-by, little Miss Put-Off! [*Exit.*]

MARY ELLEN: Oh, dear, Oh, dear, how does it go?

Lives of great men all remind us,
We can make our lives sublime——

Gracious, I wonder who started reminding all these famous February great Americans to leave footprints on the sands of Time? Biography! What a funny sounding word to mean the life of someone. I hate to look up the biographies of poky, famous people in dry, poky books. Mrs. February's children, indeed! She ought to make them help me write this composition. It makes me sleepy and cross just to think about them. Oh, dear, oh——

[*She yawns, pillows head on arm, drops off to sleep. Lights dim, if desirable. Immediately there is a sound of voices outside the door. It opens. Mrs. February, dressed in gray, with cloudlike gray veil draped about her throat and head, enters cautiously, speaks over her shoulder to group outside.*]

*Lincoln's Birthday, February 12; Washington's Birthday, February 22; Burbank's Birthday, March 7.

MRS. FEBRUARY: Yes, this is the place. There's a little girl asleep here alone! Be quiet! Don't come in until I find out if she would like to have us. [*She enters softly. Mary Ellen lifts her head and stares at her.*]

MARY ELLEN [*crossly*]: Oh, you're Mrs. February, are you! If it hadn't been for you and your whole shoe full of children I'd be out roller-skating right now. You look like someone I know, but I can't think who.

MRS. FEBRUARY: Yes, you know me, and yet you don't. Everything is different from what it was ten seconds ago. I was on my way with five of my favorite children to attend a Washington's Birthday party in the Hall of Fame. I thought I heard someone calling me, so I dropped in to see if I could be of help.

MARY ELLEN: Oh, dear, Oh, dear, Mrs. February, how lucky! I'm trying to write a composition for Washington's Birthday, all about February's famous children, and Miss Bright told me to use this verse to help me think. [*She recites "Lives of great men," etc.*]

MRS. FEBRUARY: Those are lovely lines, Mary Ellen, and very, very true!

MARY ELLEN: Oh, Mrs. February, do you suppose that George Washington helped any of your children to grow famous?

MRS. FEBRUARY: He may have, my dear. Suppose we call some of them in, and ask them about it?

MARY ELLEN: What fun! I always wanted to meet a famous person, and I never did, though I almost shook hands with President Roosevelt once.

MRS. FEBRUARY [*opens door and calls*]: Daniel, Daniel, come in and meet Mary Ellen.

[*Daniel Boone enters; salutes the two.*]

BOONE: Looks odd to see one little girl all by herself. There were fourteen of us children in father's log cabin. I've been telling the boys how to break a path through the forest, and how to make clothes out of deer hide, and how to stalk Indians and build forts out of logs.

MRS. FEBRUARY: Here you have him, Mary Ellen—pathfinder, Indian fighter, pioneer!

MARY ELLEN: Pioneer—that means the first settler in a new country! I wish I could have been one. How did you happen to go way across the mountains into Kentucky, Mr. Boone?

BOONE: I always loved to be the first man into wild, unexplored country, and after the Revolution I said to myself "George Washington has fought and sacrificed to make those thirteen seacoast colonies into one good country. United States is bound to move into the Great West. I'll start her going! I always admired General Washington, and wanted to do the daring things he did.

MARY ELLEN: Oh, Mrs. February, it's true! Daniel Boone followed the footprints of Washington, and we know what he won for the United States. Oh, do let's call someone else in, and try again.

MRS. FEBRUARY: Fine! We'll make it Lincoln, Mary Ellen. [*She opens the door and calls.*] Come in, Father Abraham, and tell this child whether the life of Washington helped make you the *second* father of your country.

[*Lincoln enters, bows to Mrs. February and shakes hands with Mary Ellen.*]

LINCOLN: Of course it did, Mary Ellen. Why, all you children remember how I read over and over that Life of Washington, that got ruined by the rain in the old log-cabin days! It made me want to be President myself some day. And when I was President, I tried my best to hold together Washington's Union, and to keep all Americans free and equal—brothers, at peace with one another, and with no curse of human slavery in their midst!

MRS. FEBRUARY: And you did it! You loved them and laughed with them, wept with them and toiled for them, and—died for them! Did the biographies of great men teach you to do that?

LINCOLN: Perhaps! But you have another child, Mrs. February, who loved heroes and great deeds as much as I, and who always kept his eyes open to the grand and beautiful in Nature, too—Henry Wadsworth Longfellow.

MARY ELLEN: Oh, oh, I'd love to meet him! Let me call him myself. [*Runs to the door and opens it.*] Please come in, Mr. Longfellow. Listen, he's saying poetry.

LONGFELLOW [*from without*]:

> Between the dark and the daylight,
> When the night is beginning to lower,
> Comes a pause in the day's occupations,
> That is known as the children's hour!

[*He enters, smilingly greets the company.*] Bless my heart! Children's hour in the schoolroom! and a little girl writing a February composition [*glances down at her desk*] with a verse of my own to help her. "Lives of great men all remind us"——. You know, Mrs. February, I believe I was thinking of Washington when I wrote that. I always admired the strong, firm footprints he left behind him. No tide can wash *them* away!

MARY ELLEN [*clapping her hands*]: Oh, oh, I knew it! Of course all of us Americans try to be honest and brave and patriotic like Washington, but it's nice to know that he helped famous people, too!

LONGFELLOW: It was certainly lucky that Washington inspired Lincoln here. *He* saved Washington's Union for the American people, but *I*——

MRS. FEBRUARY: Now don't be too humble, my son. You offered a sense of beauty and the music of your verse to Washington's Americans. You wrote poems about kind and loyal hearts, great heroes, lovely things in Nature. Some great generals would have liked better to have given Hiawatha and Evangeline to us than to have won a world battle.

LONGFELLOW: You are too kind, Mrs. February. James Russell Lowell was a greater poet than I. If *that* child of yours were only here now——

LINCOLN: Longfellow, you're as modest about your poetry as Mrs. February's Edison is about his invention.

MARY ELLEN: Oh, oh, is Thomas Edison, the Wizard, outside? Let's call him in quickly, Mrs. February!

BOONE: His footprints on the sands of Time ought to be outlined in electric lights! How my good wife would have enjoyed those bright ones!

MRS. FEBRUARY [*goes to door and calls*]: Come in, Mr. Edison, and meet Mary Ellen, who is learning to like Great People so well she'll want to read about them and write about them the rest of her school days.

[*Edison enters and clasps Mary Ellen's hand.*]

EDISON: I like to meet Great People, too, but you mustn't let Mary Ellen call me Wizard, and you mustn't tell her I am a great man, either—just because every day I kept on doing what I enjoyed most—searching out the *why* of things, and then trying to make the answers do tricks for me. Now that young February Lindbergh—he's *my* idea of greatness. A fine gentleman, too. Kind, brave, modest, patriotic, hardworking!

LINCOLN: *That* shoe fits *you*, Edison. Put it on!

EDISON: If *you'll* wear the mate to it, Lincoln! That's a fine picture of Washington over there. When I was a youngster selling papers, my mother used to read to me about him. She told me always to be hardworking, and resourceful, and systematic the way he was.

MARY ELLEN: Oh, oh—Washington helped *you*, too! And you went systematically to work, inventing electric motors and fire alarms and phonographs and hundreds of other things for Washington's people!

LONGFELLOW: It would make a magnificent story poem—the growth of America during the last two hundred years, from thirteen states to forty-eight; from stage coaches to aëroplanes; from tallow candles to electric lights.

MRS. FEBRUARY: I'm certainly proud of American men!

SUSAN B. ANTHONY [*entering abruptly*]: And American women, too? You know, during the last two hundred years, they've struggled for and gained the right to own and manage property, vote in elections, and even hold office along with men.

MRS. FEBRUARY: My favorite February girl, Susan B. Anthony, Mary Ellen! [*They curtsy to one another.*] When you grow up, and perhaps become the mayor of your town, remember that Susan helped to bring that about.

SUSAN B. ANTHONY: I always thought Washington's mother would have made a splendid mayor. I loved to read of how she and his wife, Martha, helped him through all his troubles.

MARY ELLEN: Goodness, there it is again! How proud Washington must have been to think these wonderful people tried to be like him. Oh, I love you all! I'll never think of you again as dull or poky. [*Turns her back to the others and looks up at the picture of Washington.*] Sublime—noble in character—that's what *you* were, General George Washington! Aren't you glad your country has turned out so well—and that so many children can read your life, and learn to be just a little bit like you? Oh, I know I can write that composition about February Great People now. [*She sits at her desk and seizes her pencil. While she has been addressing Washington, at a signal from Mrs. February, the others file softly out, waving a hand, or offering a salute, or blowing a kiss toward Mary Ellen and Washington as they leave. Mrs. February goes last.*]

MARY ELLEN: Oh, dear, oh, dear, I know so much to write that it makes me all tired to think of it. I—— I—— [*Her eyes close, but open quickly as Miss Bright enters dressed as usual.*] Why—Why—Mrs. February, where's your gray veil? Why, you're Miss Bright, and they're all gone, Boone, Lincoln, Longfellow, Edison—without saying good-by to me!

MISS BRIGHT: Dear Mary Ellen, I think you've been asleep, but you must have met some very fine people over in Dreamland.

MARY ELLEN: Oh, I did! I did! And I'll never fuss about reading biographies again! I'll always think of great men and women as my good friends that have something fine to help me with.

MISS BRIGHT: Friends! That's what they really are, Mary Ellen, and the greater they are, the more kind and friendly and modest and honorable they are! Just like George Washington, whose birthday is here now. Come, it's time to go home now.

[*They move to the door, and as they exit, Mary Ellen blows a kiss to George Washington's picture.*]

MARY ELLEN: Good-night, George Washington, and Happy Birthday to you and all of Mrs. February's nice children!

THE REDWOOD TREES OF CALIFORNIA

BY IRMAGARDE RICHARDS

A PROGRAM FOR ARBOR DAY*

Prepared With Coöperation of the Save-the-Redwoods League

May God preserve these Redwoods to our land,
The splendid symbols of His great design,
Which to these Western shores, alone, are granted.
Sacred they are, born in some distant past
Too far away for men to rightly know,
The oldest living things that breathe His Spirit,
A link between the Father and His sons.
Great wars are waged, treaties are made and broken,
A hundred generations live and die
While straight and strong the giant Redwoods grow.

—*Garnet Holme, from "Ersa of the Red Trees."*

THE REDWOOD TREE is, among all other forest growths, the unique and outstanding glory of California. It grows nowhere else on earth today. It is the oldest tree on earth, and the largest. Its groves are incomparably beautiful, but their very existence is menaced, and it is only by an aroused public sentiment that we can hope to save even a remnant of the once great redwood forests. So it seems appropriate that the schools of the state should dedicate one Arbor Day program to the redwood, the tree which is above all others most closely associated with the history and the fame of California.

PROGRAM FOR JUNIOR OR SENIOR HIGH SCHOOLS

Pupils of these grades could, with profit, make a class study of the redwood in its different aspects through the use of the material and the references which follow. The drama, "Trial of the Woodsman," is adapted to performance by pupils of this age. The study of this drama should be enriched by project work along the lines indicated in the list of references.

PROGRAM FOR ELEMENTARY SCHOOLS

We are indebted to Miss Jessie Casebolt, head of the department of dramatics at the San Francisco State Teachers' College, for valuable suggestions regarding the use of this material with younger pupils.

Miss Casebolt believes that special anniversary programs, of which Arbor Day is one, should not, for young children, be formal, memorized presentations. It is more useful to the child if these anniversaries can be observed by class activities, centered around the theme of the day; these activities to be followed by dramatic expression arising from the children themselves.

For example, by the use of the materials given below, the teacher could give the children, or they could acquire for themselves, information regarding the usefulness, beauty, and historic importance of the redwood groves, so that they would readily grasp the dramatic problem of the impending destruction of these groves. That is, the children would have the experience of finding out what redwood trees are, what they mean to our state, how they are in danger, and what we ought to do about it. Out of this experience some dramatic expression may voluntarily arise from the children without very much definite suggestion. However, the teacher may, if she chooses, use the drama presented here, "The Trial of the Woodsman." After the children are informed about the redwood, and are interested and concerned about its fate, she might tell them, in her own words, the story of this drama. Then, using as a guide the outline of the plot as given below, the children could be encouraged to create the drama in their own language informal and spontaneous. It is better not to read the complete play to the children, as they may attempt to remember and to reproduce the language they have heard, so defeating the object of the teacher to encourage creative expression. Selected passages may be read aloud from the play to give the children an idea of its general tone.

Miss Casebolt appreciates the value to children of memorizing passages of well-written English. But she feels that it is the children of the upper grades who gain most from this enrichment of language and imagination through formal dramatics. Younger children profit most from the free use of those play, or spontaneous, dramatic impulses which are characteristic of the elementary school age.

*Reprinted by request of many teachers.

DESCRIPTION OF THE SEQUOIAS

There are two species of redwood trees in California. The Sequoia gigantea is found only in the Sierra Mountains, in the southerly portion. They grow in more or less isolated groves. Some of the trees now standing are estimated to have been living 8000 years. The Grizzly Giant in the Mariposa Grove is 104 feet in circumference and 224 feet high.

The redwood of the Coast Mountains is called the sempervirens. It, too, grows in isolated groves, but it also grows in extensive forests. It was found more or less continuously from Monterey to the southern portion of Oregon. The greater part of the remaining redwood area is in Humboldt and Del Norte counties. The sempervirens is not quite so large in circumferences as the gigantea, but it is taller and more symmetrical. Estimates of the age of standing redwoods place some of them as far back as 525 B.C. The average age of trees in a mature forest is five hundred to fifteen hundred years. The trunks rise straight and clear for about two-thirds of their height. The bark is red. The top branches out into a fernlike foliage, through which the sun filters in golden bands.

The Sequoias are the only living survivors of pre-glacial times. In the Miocene and Mesozoic ages the Sequoias covered the greater part of Europe and North America. In forests that must have exactly resembled those in California today roamed the dinotherium, the dinosaur, and the cave man.

Not only is the genus the oldest on earth, and the only survival of the pre-glacial epochs, but the actual trees standing today are the oldest living things on earth. Trees that the lumberman destroys to make stakes and railroad ties were young when Christ lived in Palestine. Sequoias of the Sierras go back, as living things, beyond the dim beginnings of history. It is incredible that the people of California should indifferently permit these groves, so ancient and so beautiful, to be destroyed.

How can we prevent this destruction? Many years ago individual men or companies bought from the United States government the lands on which these forests grew. We cannot expect the owners of valuable timber to give up their wealth because the world has awakened at last to the beauty and the interest of these groves. The national government has protected practically all that remains of the Sierra forests, including the groves of Sequoia gigantea. A few groves of the coast redwoods have been purchased from the lumber companies by individuals, associations, and the State of California, but only 2 per cent of the surviving redwoods are at present assured of protection. The lumber companies are rapidly destroying the finest of the remaining stand. What can be done?

The Save-the-Redwoods League is an association formed for the purpose of leadership in an effort to accomplish all that is possible toward saving for our children and for posterity a remnant of the redwood forest. Its aim is to raise funds for the purchase of tracts now owned by the lumber companies and to influence legislation in favor of the creation of state parks in the redwood forests. We can individually share in this work by informing ourselves of the program of the league and by supporting it by our membership. Full information regarding the accomplishments and the program of the league will be gladly sent upon request to the secretary, Mr. Newton D. Drury, 220 California Hall, University of California.

Another interesting feature of redwood preservation is the work of reforestation. While the ancient mighty redwoods can never be replaced, it has been found that with skill and care the terrible desolation of timbered areas can be repaired rather rapidly by the growth of young trees from suckers and seedlings. Nurseries have been established at Scotia, Humboldt County, where seeds are collected and sprouted. After a year's growth in the nursery they are set out in the deforested areas and are given adequate protection. Such second growth will, within a few years, contribute considerable beauty to the scarred deforested regions, and in time will produce merchantable timber. But the stately beauty of the virgin forest can never come again.

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Bibliography and Project Material

Source material for Conservation Bird and Arbor Day: Bulletin 2-G, 1927, State Department of Education. Page 23, "Long Live King Sequoia." Good description of the sempervirens, of lumbering operations, and reforestation. Page 32, same bulletin, "Tree Memorials," J. D. Grant. Description of some of the memorial groves and of this plan for redwood preservation.

"California Redwood Park," 1912, State Printing Office. A compilation of splendid articles, scientific and descriptive, on the coast redwoods. Poems.

"Unto the Children; a Story of the Redwoods," Austin Hall. Published by Sempervirens Club, San Jose. Story of two children who grew up in the redwoods.

"Last Stand of the Giants," Samuel Blythe, *Saturday Evening Post,* December 6, 1919. Excellent popular article describing the redwoods and the problems of their preservation.

"Ersa of the Redwoods," a pageant, Garnet Holme.

"Triumph of Bohemia," Volume I, Bohemian Grove Plays. The theme of this play also is the problem of the impending destruction and the need of preservation of the redwood groves. Many beautiful passages describe the redwoods. Several short, complete poems on the redwoods are included in "California Redwood Park," listed above.

Walt Whitman, "Song of the Redwood Tree."

Pamphlets and pictures descriptive of the redwood in their different phases of interest will be sent on application to the following agencies: The Save-the-Redwoods League, Room 220, California Hall, University of California. Especially their pamphlets for 1924–25 and 1925–26; Humboldt Redwood Reforestation Association, Samoa, Humboldt County; California Redwood Association, Department X, 711 New Call Building, San Francisco; Redwood Empire Association, 68 Post Street, San Francisco.

Chambers of commerce of the following county seats have leaflets containing pictures and descriptions of the groves within their areas: Crescent City, Eureka, Visalia, Mariposa, San Andreas, Sonora. School supervisors of these counties will coöperate in this program by helping the children of regions at a distance from the redwood areas to get in touch with children in schools near the redwoods, who could send boughs of the trees, cones, bark, etc., for use in the play or for study, to children in the valley schools. Similarly supervisors and chambers of commerce in Kern or Tulare counties would coöperate to provide materials about tule land drainage and the eucalyptus trees, Orange or Los Angeles counties for the story of the orange tree and for boughs of the tree, and Riverside County for the date palm.

THE TRIAL OF THE WOODSMAN

OUTLINE OF THE PLOT

[*Twenty-one speaking parts, seven silent parts, chorus of young children.*]

Scene I: The Accusation. California, Spirit of the Coast Redwood, Spirit of the Sierra Redwood, Spirit of the Douglas Fir, Spirit of the Sugar Pine. The tree spirits accuse the Woodsman of destroying the ancient forest and of robbing California of her beauty, while she does nothing to prevent his crime or to punish it.

Scene II: The Woodsman is brought to trial. Spirits of three Indians. Woodsman. The Woodsman is brought before California. She tells the tree spirits that she will show him the punishment that will come to him.

Scene III: His Doom is Pronounced. Spirits of Forest Beauty, City Ugliness, Snow Banks, Streams, Lakes, Rivers, Wells, Flood, Fertile Soil, Barren Soil, Famine. These spirits show the Woodsman what will happen if he goes on cutting down the trees. All the spirits curse him for his crimes.

Scene IV: His Defense. Spirits of the Orange tree, the Eucalyptus, the Date Palm. The trees that the Woodsman has planted and cared for plead for him.

Scene V: Arguments For and Against the Woodsman. The Forest Ranger, the Lookout, the Fire Fighter, the Aviator. The Sierra Redwood pleads for him because he is protecting the Sierra Forest now. The Coast Redwood accuses him again because he is still destroying the coast forests.

Scene VI: A New Defender. Spirits of the Young Redwoods. The young trees that he has planted in the cutover coast lands plead for him and soften the anger of the ancient Coast Redwood.

Scene VII: The Judgment. The Woodsman promises to destroy no more trees, but to take care of the forest. California promises him abundance and happiness if he preserves the trees and values them for their usefulness and their beauty.

The scene is a grove of redwood trees with a background of bay and strait, as in the Great Seal of California. In the foreground is the seated figure of California, and the figure of the sleeping grizzly is suggested at her side.

[*The Spirit of an Ancient Sempervirens enters and stands before California.*]

Sempervirens: California, Mother of us all, hast thou forsaken the eldest and the mightiest of thy children?

California: I have forsaken none of my children, Spirit of the Redwoods! I suffer with the greatest or rejoice with the least of all the children that take life from my mountains and lowlands. Thy head is bowed with sorrow. Tell thy tale.

Sempervirens: It is a tale, great Mother, as thou knowest well, that begins in the dim mists of time. When I stood, a little sapling on thy coastwise hills, swaying in the wind and sun, far across the sea great Cæsar's legions were tramping across Britain's moors, and Lord Christ walked the fields of Galilee. As the centuries rolled on, mighty empires came and went, long weary wars dragged on their length and were forgotten. But here in the green aisles was peace. Through the ages my branches slowly rose above thy forest, upward toward the sun. Men came and went in my groves—a gentle race of red men who harmed me not, but loved and honored me. Others of thy children, firs and pines, grew at my feet, grew to be tall and splendid trees, grew to old age, and death struck their hearts. They fell and rotted through the centuries and their children stood in their places, but I grew on, clean, sound, strong, a thousand years—and then another thousand.

California: Spirit of the Redwoods, it is no new tale you tell me. Thy vast and mighty pillars of strength, thy green and glorious crown, are they not the pride of my heart, the enduring glory of my name? No other land on this great earth of ours, no land but California boasts such a glory as this I have in thee—in thy vast strength, thy beauty and thine uncounted centuries of steadfast growth. But it was a tale of sorrow thou hast come to tell me. Speak it quickly!

Sempervirens: Aye, quickly! For it was like a flash of the storm that it came to me! One day a new face in my groves—a white face—a new sound in thy solemn sunlit aisles, steel biting into my flesh, the terrible crash of falling giants! We are gone, O Mother California! We, thine eldest and mightiest children, lie low, destroyed utterly! Where we stood, in green and golden splendor, tall, mighty pillars straight and red, rising through the forest to the sun, is desolation! Bared earth, ugly with burned and splintered stumps—dusty, desolate! And he lords it in thy land, the White Face, and thou dost suffer him to go unpunished!

[*During this speech other spirits move into the scene, the Spirit of the Giant Sequoia of the Sierras, of the Douglas Fir, and of the Sugar Pine. Spirit of Califorina is bowed with grief.*]

Gigantea: I, too, accuse him, Mother of us all! Even more ancient than our cousins of thy coastwise hills are we, the Giants of the Sierras, and mightier are we in girth and towering crowns. We, too, have fallen by the tens of thousands at the biting ax of this invader. Gone, we can never come again. Never more shall this earth see a race so mighty so glorious, as ours. And thou dost suffer him, the invader, the destroyer, to go unpunished!

Douglas Fir: Not so ancient are we, Mother California, the Fir of thy mountains, not so tall and not so great as our Lord Sequoia, yet the suns and rains of hundreds of years have nourished us on thy breast. We, too, fall and pass, and come no more, but the invader laughs and goes his way. Hast thou forsaken us, Mother California?

Sugar Pine: Not so great were we, but the fairest of thy children; greatest still amid the lesser forest, swaying in grace and power, singing the deep song of thy forest glory through the quiet years. We fall, we fall! We can never come again! Canst thou not stay his hand, O Mother, and save, if only a remnant of us, to sing of thine old forest and its glory?

Sempervirens: A remnant, aye, a remnant California! Hark, even now the ax strikes at the heart of thy last mightiest grove! Canst thou endure to sit unmoved and lift no hand to save us, even a remnant?

[*While he speaks, the strokes of an ax are heard off-stage and, as he concludes, comes the crash of a felled tree, followed by cries of terror and outrage from all on the stage. California rouses from her attitude of sorrow, stands, and strikes his spear on the ground. Three Indians appear.*]

CALIFORNIA: Spirits of my vanished races, bring him before me—he that drove your fathers into the shadows, he that brings death to the mightiest of my children. Speed!

[*The Indians go, reappearing at once. Two lead by the arm a struggling Woodsman. The third carries a woodsman's ax which he lays at the feet of California. The Woodsman struggles, shouting defiance, and is finally held, crouching sullenly at the feet of California.*]

CALIFORNIA [*to the Indians*]: Loose him! [*to the Woodsman*] Arise!

[*They loose his arms and he starts to rise stealthily, as if to break for freedom. But his shifting eyes fall on the face of California, bending above him, sorrowful but majestic. The eyes of the Woodsman never leave her face as he rises slowly to his feet, to his full height, lifting his head proudly, his face slowly illumined by a look of joy and wonder as he becomes conscious of the beauty of California. As she meets his gaze, for a moment her face loses its sorrow and she wears the look of a proud land, facing a splendid destiny. Then the lines of stern sorrow return to her countenance.*]

CALIFORNIA: O green Sequoias and Giants of the Sierras, Firs, and Pines, and ye kindly race of Redmen, it is true ye are all my children. Dearly I love you all, faithfully I have nursed you and fed you through the long ages. Now he has come, this White Face, to lay you low and to rob me of my children. Yet, O Spirits of the Past, he, too, is my children! He came as once ye came—I know not whence! I only know that him, too, I must hold to my breast and nourish, though even as he feeds on my bounty he tears the crown of beauty from my brow and leaves me desolate with the scars of his despoiling. Yet he is my child and to him also must I give all that I have. [*The spirits groan and mutter in protest, with dissenting and menacing gestures towards the Woodsman.*] Children of my heart, I have not forsaken you, but neither can I save you! I cannot save myself! Yet we move, all of us, under one great law—a law that has guided our destiny through the dim ages and that rules us still, to punish inexorably this, the latest comer, blinded by his greed. This much can I do. I can unfold before him the fate toward which his greed is sweeping him, and if he will but clear his eyes he may even yet be saved himself, and may save for me a remnant of the ancient beauty of our land.

[*While California has been speaking, the Woodsman has steadily gazed at her with his look of pride and joy, but at her stern words his expression changes to grave concern. She speaks to him directly.*]

CALIFORNIA: O cruel and greedy White Face, hear the law! [*She strikes with her spear. The Spirit of Forest Beauty enters, gold and green, fresh and delicate.*] Speak, Spirit of Forest Beauty!

FOREST BEAUTY: When the trees ye cut are gone, O greedy White Face, your soul will thirst for the cool, sweet loveliness of groves. It will scorch in the sun, it will shrivel and dry in the ugliness of your cities!

[*A hideous, stiff, and awkward figure enters—the Spirit of City Ugliness.*]

CITY UGLINESS: I am the Spirit of City Ugliness! I shall deafen you with my noise, choke you with my dust, hurt your eyes with tall piles of stone that hide you from the sky and sun.

FOREST BEAUTY: And I shall be gone forever with my lovely trees, my cool and sunlit aisles, my lawns and little streams!

[*The Woodsman repels the Spirit of City Ugliness with a violent gesture and tries in vain to catch the floating raiment of Forest Beauty as she passes to mingle with the other spirits. California again strikes with her spear.*]

CALIFORNIA: Come, O Spirits of the Winter Snow Banks, Spirits of the Mountain Lakes, Spirits of my Little Streams and of my Splendid Rivers, and Spirits of the Deep and Living Wells!

[*The beautiful Water Spirits enter, whirling and dancing.*]

SNOW BANKS: When the trees ye cut are gone, White Face, no cool dark shade will hide us, the Snow Banks, from the sun, and we shall melt and pass on the first warm day of spring.

STREAMS: With no deep drifts of snow to feed us, we, the Little Streams, shall flow away to the sea, and the summer sun will find the stones dry and white in our beds.

LAKES: And when the Little Streams are gone, we, the Mountain Lakes, will shrink in our high valleys until only a swamp is left where our blue water sparkled in the sun.

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for the High School Reference Library

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Beard: THE IDEA OF NATIONAL INTEREST. March. Probable Price $3.

Thomas: THE CHOICE BEFORE US. Probable Price $2.50. To be published in March.

THE MACMILLAN COMPANY
350 Mission Street San Francisco, California

RIVERS: And when the Little Streams and Mountain Lakes shall fail us we, the Splendid Rivers, shall lie sick and shrunken between our wide banks.

WELLS: And we, the Deep and Living Wells, shall utterly fail you, O greedy White Face, who hast robbed the Snow Banks of their guardian trees!

[*Enter, with a terrible rush and roar, the frightful Spirit of Spring Flood.*]

FLOOD: Ho, ho, ho, O greedy White Face! I, the Spring Flood, shall rush down the wide rich valleys and sweep away your homes, uproot your crops, and smash your roads and bridges, and, when I am gone, desolation and ruin shall mark my trail!

[*The Spirit of the Fertile Soil enters, plump and golden, crowned with sheaves of wheat, girdled with glowing fruit.*]

FERTILE SOIL: First of all, the Spring Flood will seize me, the Spirit of the Fertile Soil—the source of all your food and wealth—and I shall be swept away into the sea.

[*The harsh Spirit of Rocky and Barren Soil follows her closely, and now dances grotesquely up to the Woodsman, taunting him.*]

BARREN SOIL: But I shall linger and abide with you, O greedy White Face; I, the Rocky and Barren Soil that nevermore will fill your storehouse with the blessings of the harvest!

[*The Spirit of Famine enters—dark, terrible, and lean.*]

FAMINE: And then I shall come, gaunt Famine and Death. I shall stalk through your ruined land; I shall carry away your children; I shall empty your ugly cities; and at the last I shall possess the land, and you shall pass forever, O greedy White Face, from the California you have robbed and desolated!

[*As one after another of the spirits has accused him, the Woodsman at first grows grave, then his head droops, he sinks to his knees, and at the last, as Famine hurls his curse at him, he falls prostrate at the feet of California, who bends over him with a look of sorrow. After a moment, he lifts his head.*]

WOODSMAN: O California, Mother of us all, even of me, thine unworthy child, is there none to speak for me?

CALIFORNIA [*striking with her spear*]: O spirits of our far-flung land, is there none to speak for him?

[*All the spirits look from one to the other, inquiringly, then, shaking their heads in negation, they chant together.*]

From thy mountains towering high,
From thy valleys, rim to rim,
No friend can we descry,
No voice shall speak for him!

[*The Woodsman sinks again in despair, but as the chant ceases a strange figure enters—the Spirit of the Eucalyptus Tree—in the likeness of a Blackfellow of Australia.*]

EUCALYPTUS: O California, I am a stranger in thy land, but may I speak?

CALIFORNIA: Speak, stranger from the far-off southern seas!

EUCALYPTUS: I heard thee call. I—came to speak for him, although I know him not in the likeness he wears here at they feet. No Woodsman is the White Face that I know! Only yesterday he brought me from my distant home—no ax was in his hand, but tools that dug and drained an ugly land. Aye, California, even in thy lovely realm were barren reaches, dank and sodden with stagnant waters, where no man or beast might linger or take comfort; where only the fowl of the air made their homes. Is it not something, fair California, that the White Face has labored patiently to rid thee of these dismal wastes and that he has brought from afar my tall gleaming trees and tended them in the tule lands until my roots sucked up the pest of standing waters, and men came and made their homes in wholesome soil, and I marched across the land, dripping the sunshine off my shining leaves? Thou hast been kind to me, O Mother California, and now, even in these brief years, already on the tongues of men my name is linked with thine, and men delight in the beauty of thy eucalyptus trees. I have heard the curses of the ancient forest trees. He hath robbed them cruelly. Yet is it not something that he gave thy land the health and beauty of my trees? Behold, *I* speak for him!

[*With a rush of gay music, the Spirit of the Orange Tree enters, in the costume of a Spanish girl, wreathed with orange blossoms, carrying in one hand a branch of the fruit, in the other a tambourine. She dances happily and confidently up to California.*]

ORANGE TREE: O lovely Mother of us all, who has brought greater fame to thee than I, thy youngest daughter? Does thy heart not fill with pride and joy beholding in thy southern valleys and on the foothills north and south the dark and glossy groves that glow with golden fruit? Mile on mile the lovely orchards stretch and, where they grow today, only yesterday was sand and sagebrush—no beauty save the dull gray silence where the rabbits made their homes. Thou hast been kind to me, O Mother California, and in return every ship that leaves thy ports bears afar thy wealth of golden fruit. Was it not something that the White Face brought me here from far away and tended me to be an honor to thy name? Behold, *I* speak for him!

[*As the Spirit of the Orange Tree dances off, she almost collides with the Date Palm. He carries a palm branch and a cluster of dates.*]

DATE PALM: I heard thy call, O Mother California, and from thy farthest south I come to answer it. Not of thine ancient spirits am I. It is but yesterday that the White Face brought me from my far oasis in the desert where Moses wandered and where the Children of Israel received the Tablets of God's Law. The desert whither I came within thy borders was desolate and terrible beyond even that desolation where the hosts of Pharaoh perished. But he tended me gently, the White Face I knew. He brought water from deep wells beneath the desert sands, he guarded my tender shoots, he waited patiently for me to bear him fruit. Now, O California, dost thou not smile with joy beholding the cool dark orchards that slowly spread across thy desert waste, bringing beauty and wealth and comfort for the homes of men, [*He turns and gravely salutes the spirits of the Sempervirens and Giant Sequoia.*] I, too, am of an ancient race, my Lords Sequoia. I, too, shudder with horror at the hand which brought thy mighty glory low. And yet [*turning to California*], O Mother of us all, thou hast been kind to me, and I love the home I make within thy borders. For all his crime, this White Face, is it not something that he has given thee the stately beauty of my orchards where yesterday were stark sand and bleaching bones? Behold, *I* speak for him!

[*During the last speeches the Woodsman has lifted his face in hope, and now on one knee he gazes eagerly up into the face of California. As the Spirit of the Date Palm withdraws, the Giant Sequoia comes near to the Woodsman and for a moment gazes at him in silence. He cowers again in shame and fear. At last the Giant Sequoia speaks.*]

GIGANTEA: O Mother California, it was out of dreadful memories that I spoke but now, denouncing him, the Woodsman. Still, it seems to me, the sound of his ax rings in my ears and the crash of my fallen children thunders in my heart. Yet, and yet, I bethink me now that it is long since I have seen him in this guise upon the slopes of thy vast Sierras. Can it be that he has stayed his hand and that some of us have indeed been spared to live on to do thee honor through the ages? Not in this guise, not with his cruel ax in his hand, have I seen him in these later seasons. Rather, I bethink me now, I have seen him in forest raiment, going among the groves that still are standing, wise and patient, tending them and guarding them from our ancient foe, the raging fire that desolates the forest. I have seen him, lonely and watchful, on far peaks. I have seen him, weary and desperate, fighting back the flaming foe. I have seen him even in the clouds, waging our batles on strange wings. [*While the Giant Sequoia in a musing voice recalls these visions, the spirits on the stage so shift their positions that the Woodsman is hidden, and in the background, above their heads, appear dimly the figures his words evoke—the Forest Ranger, the Fire Fighter, blackened, weary, and torn, the Lookout with his binoculars, the Aviator. All gaze on these figures in silence. They pass, and the Woodsman is seen again, rising half in hope.*] No one, O California, no one in all thy land has suffered more grievously than I at the hand of this invader. No one could heap upon him more terrible curses than I, whose glory he has laid in the dust. And yet—for the sake of the remnant he has spared, for the sake of the care that, belated, he is giving thy Sierra forest, behold, O Mother California, I, even I who cursed him, *I* speak for him!

[*The Woodsman springs to his feet in astonishment and joy and the light of happiness softens the face of California. But the Spirit of the Sempervirens rushes forward in anger and seizes the Woodsman's ax. He cowers again before the fury of the Redwood.*]

SEMPERVIRENS: Nay, cousin, speak for thine own far forest! Here in the coastwise hills his ax is still at our throat! Heard you not even now the crash of the falling giants? Another day, another hour, mayhap, and the last of our ancient glory will lie in the dust to glut his endless greed. Oh, curse him, California! Curse him, Spirit of Famine and Death, and drive him from our land ere the last of us shall fall!

[*The Spirits again gather around the Woodsman, menacing him, and sing their chant of imprecation.*]

He hath robbed thee of thy crown,
Glory of the ages dim,
Our curses beat him down,
No voice shall speak for him!

[*As they come to the last words their solemn chant is broken into by a rush of gay and tiny spirits, waving small branches of redwood, leaping and shouting.*]

YOUNG REDWOODS:

Hooray! Hooray!
We're leaving the nursery
Today! Today!
Out in the open, out in the sun,
We sway in the wind. What fun! What fun!

LEADER:

A long year our nurse kept us safe in wee beds,
He drew a cool curtain over our heads.
And gently he cared for us through the long days, and days!
But now he has set us in lines far and wide,
All up and down the steep mountain side,
And clear up to heaven our heads we'll raise, we'll raise!

[*Chorus repeated.*]

[*The leader of the wee Spirits of the Young Redwoods pirouettes up to California, who catches her gaily, infected with the joy of the dancing sprites.*]

LEADER OF THE YOUNG REDWOODS: Oh, sweet Mother of us all, not one of thy children here is so young, so small, as we. Years shall pass, centuries shall pass, before we can lift our heads to take the places of our fathers who are gone. Cruel he was, the White Face who laid those glorious Redwoods low. But he is kind to us, he tenderly cares for us, and we are happy, bringing beauty once again to thy scarred hills. O Mother California, may we, the least of all thy children, may *we* speak for him?

[*Watching the dance of the young Redwoods, the stern and angry Spirit of the Sempervirens has gradually softened, and his face lights with happiness. He comes forward, his arms open, and the wee spirits, singing their chorus, flock about him, cling to his mantle, and are enfolded in his arms. California watches them with a joyous smile, then she turns and looks deep into the eye of the Woodsman. He springs to his feet and with a shout seizes his ax, whirls it, and flings it far away, and falls again at the feet of California.*]

WOODSMAN: Oh, glorious Mother of us all, my eyes were blind with greed! Rightly they cursed me, thine elder children; just would it be if they hurl me from thy land! But now my eyes are cleared. If only thou wilt stay their curse, if thou wilt suffer me to abide with thee, nevermore shall my hand be lifted against the crown of beauty! All my days shall be given to thy service, to guard the glory that is thine, to bring thee wealth from far-off lands. O Mother California, speak, thyself, for me!

[*California, her face lighted with triumphant joy, bends and takes his outstretched hand, and lifts him to his feet.*]

CALIFORNIA: Son of my heart, cruel, but kind; greedy, but noble, too, behold! *I* speak for thee! The curse that hath been spoken, thyself alone canst stay; but this I promise thee—never shall Famine stalk our land while thou dost give they life to guard our splendid forests. But this last word I give thee, and bid thee lay it to thy heart. Food is good—the bounty of the harvest and the wealth of the land. But the wealth of Man's spirit is beauty. Better that Famine should creep through a desolate land than that thy soul should hunger and thirst and shrivel for the beauty that is gone and cannot come again. In far lands across the sea, in age upon age, Man has lifted to the sky temples of beauty to feed and free his soul—mighty pyramid and obelisk rising to the sun, fluted columns of fair marble, groined arches of the North. Today Man lifts no such temples up to God. But we, child of my heart, I and thou, have here in our dear land the mightiest temples ever trod by man, the solemn, glorious redwood groves. Defile them not! Defend them with thy life! Here shalt thou come, far from the heat and burden of thy labors, and here in the cool of the day shalt thou walk with God and save thy soul with beauty and go forth to hold our land in peace and joy!

[*All the spirits shout with happiness and dance about California and the Woodsman and, as they dance, each after his or her own character, the Spirits of City Ugliness, River Flood, Barren Soil, and Famine are shunted about and menaced until they each fall and lie huddled in corners as the scene closes on the dance of triumph.*]

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

THE LOS ANGELES COUNTY new tentative course of study for the seventh and eighth grades was submitted for use in the Los Angeles County schools this past September by A. R. Clifton, county superintendent. It has met with enthusiastic reception and it is being considered a remarkable piece of curriculum work by educators in the United States. During the current school year the program outlined in the tentative course is being tried out and viewed as to its practicability. Where revision is deemed necessary it will be made and will be incorporated in the final course when it is set into type this coming summer. The present tentative course is composed of 188 bound mimeographed sheets.

This seventh and eighth grade course of study is a result of a definite curriculum program that has been developing in Los Angeles County under the direction of Mrs. Lorraine M. Sherer, director of Los Angeles County curriculum. Already this program has brought about the completion and placing into use of the Los Angeles County primary unit and the intermediate unit. With the seventh and eighth grade unit nearing completion, work is now being started for the revision of the primary unit that has been in force for three years. It is the intention to have a revision of each unit once every three years.

The manner of development of these new courses of study has called for a great amount of colaboration between the director of curriculum and teachers of the various schools. In work upon the seventh and eighth course of study there were over 150 teachers upon the various committees. In the new revision of the primary unit some 250 persons are engaged. Mrs. Sherer in organizing this work has placed a chairman in charge of subcommittees, being an ex-officio member of each committee, and head of the literature and social studies course of study committees. She has been present at each general meeting of each committee in order to bring about coherence between the various parts of the course of study.

The committees appointed to carry out the work were of the following: Arithmetic, arts and crafts, health and physical education, home making, language, literature, music, and social studies. Each committee has followed a general plan of procedure in their work that has lead to great uniformity in the completed course. Definition of the subject content, aims, criteria for evaluating the program desired, the content, problems of instruction, sources of pupils' work, teachers' professional references was the plan generally followed.

Chairmen of the various commitees were as follows: Arithmetic, Sadie C. Atherton, Beverly Hills; arts and crafts, Edward J. Morrow, Covina; health and physical education, Grace Lucile Adams, Los Angeles County supervisor; home making, Margaret V. Saberger, Monrovia; language, Mardele Robinson, South Pasadena; literature, Lorraine M. Sherer; music, Hazel B. Nohavec, Claremont; social studies, Lorraine M. Sherer.

C. L. BIEDENBACH, for many years principal of the Berkeley High School and member of the Alameda County Board of Education, under the imprint of the Berkeley High School of date of December 15 last, sent out to school patrons and others a circular in defense of present public education in the United States. In this circular Mr. Biedenbach stressed the growth of free education in the United States and called upon the citizens for continued support of such a program.

THE EMERYVILLE SCHOOLS, under Superintendent John H. Napier, have increased 10 per cent in enrollment this past year.

K. P. GLINES, principal of the Cornell School, Albany, is expecting to receive his A.B. degree from the Arcata State Teachers' College this coming May.

JOHN FRANKLIN WEST, superintendent of the Albany Schools, and his Board of Education, have been very alert regarding the making of the Albany schools earthquake proof. Immediately after the March earthquake in the southern part of the state the city's schools were surveyed. The reinforcements needed were made at once and have already been paid for. The first permanent unit of the Albany Herbert Hoover High School was completed this past year at a cost of $32,500. This unit is composed of nine classrooms and a heating unit. The high school, of which Charles A. Moore is principal, opens 1934 with over five hundred pupils enrolled.

The Western Journal of Education

HARR WAGNER, EDITOR

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PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

COLUMBIA THEATER

Will Present a Series of Great Plays and Great Actors This Season

THE SUCCESS of Katherine Cornell's engagement at the Columbia Theater the past two weeks indicates that the appearance of Eva La Gallienne in Ibsen plays and Walter Hampden in a fine repertoire will establish 1934 as the year of the stage's great revival on the Coast.

Eva La Gallienne and company will open on February 12 in a repertoire of Ibsen plays, including, "Hedda Gabler," "The Master Builder," and "The Doll's House." Eva La Gallienne's appearance in San Francisco will be a great event. Her books, her interesting personality, and her ability will lend an unusual interest to her appearance.

Walter Hampden will appear in "The Servant in the House," "Richelieu," "Macbeth," and "Hamlet." The opening night will be February 26. San Francisco theatergoers remember with pleasure the magnificent acting of Walter Hampden last season, and his excellent company.

It has been said that the legitimate stage will draw the crowd if the management will give the people great plays and great actors. The Columbia, in Katherine Cornell, Eva Le Gallienne, and Walter Hampden, is certainly providing the lovers of good drama with the highest type of plays and players in the beginning of the season of 1934.

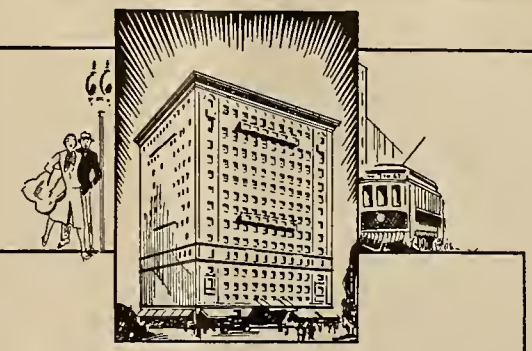
The Columbia Theater offers a big musical show, beginning January 28, entitled "Marcus Show of 1934," in the extravaganza François "La Vie Paree." Sixty-nine people are in the company; seats 50c, 75c, $1, and $1.50, plus tax. Four bargain matinees, Sundays, Wednesdays, and Saturdays. Best seats $1. Here is an opportunity to relax and enjoy yourself.

Rural Supervision.—The State Department of Education has recently issued a bulletin by Edith Esther Redit on "Teachers' Appraisal of Rural School Supervisors' Work in California." Miss Redit was guided and directed by Doctor George C. Kyte and Helen Heffernan. There is a foreword by Vierling Kersey placing special emphasis on the effectiveness of rural supervision. There is a three-page preface by Helen Heffernan and Gladys Potter discussing various phases of rural supervision. Place is given to the resolution adopted by the 1932 session of county superintendents of schools, which reads as follows:

> The problem confronting teachers in the rural schools of California constitutes one of the most difficult in education. Heterogeneous age and grade groups, less adequate equipment, rapid teacher turnover, frequently less well trained teachers, make the need of expert professional direction indispensable if rural children are to be provided with even a minimum educational opportunity. The results in improved instruction in rural schools have proved the value of the program of rural school supervision. We, therefore, deprecate any attempts to curtail rural supervision and urge continuance of the program throughout the state.

THE LOS ANGELES School District has made a request for $23,500,000 to the Federal Public Works Administration to finance a three-year program of repairing and rebuilding 305 structures destroyed or damaged in the March earthquake and the strengthening of seven hundred other school buildings. The latter, although not damaged, do not measure up to the safety requirements demanded by state and city building codes. The money will be asked for in two periods. Immediate request for the purchase of the remaining unsold bonds of $6,808,000 and an outright grant of $3,560,572, or a total of $10,3668,572, has been made. The second request is that $13,131,428 be now allocated and set aside for the use of the Board of Education two years hence.

AT CLEARWATER the March earthquake made one school uninhabitable and three rooms of another building. Half-day sessions in the buildings remaining are in order now for the seven hundred pupils enrolled. The trustees and District Superintendent Howard Nelson Tanner are planning to rebuild under the provisions of the Reed bill for rehabilitation.



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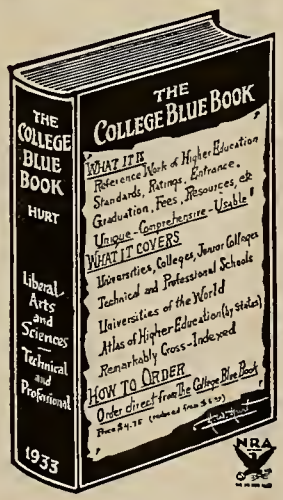

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

Prints Room, California State Library

BY MISS BERTHA S. TAYLOR
Prints Section Librarian, State Library

THE PRINTS ROOM of the California State Library is less well known than it should be, considering that it provides a service and an opportunity nowhere else obtainable in the state. It is located in a large and well-equipped room on the fourth floor of the State Library Building. Three sides of the room are lined with cabinets for filing the collection of original prints—etchings, engravings, blockprints, lithographs, etc.—which numbers over thirty-one hundred and represents nearly all countries and periods, but with especial emphasis on our own California artists. These prints are filed alphabetically, by artists, each in its separate indexed folder, and also very completely catalogued, so that any print in the collection can be instantly produced for examination and study when requested.

Above the storage cabinets are exhibition cases in which groups of prints are always on display. These exhibitions are changed about once a month and are from the library's collection or from loans made by print societies, individual artists, or collectors. During the past year there have been a number of outstanding displays. A joint showing of the work of A. Ray Burrell, Stanley Wood, and Stafford Duncan was followed by a large and representative collection of etchings and lithographs by Albert Sterner. In April were shown etchings and pencil drawings by Emil Kosa, a California artist, who was at that time engaged in painting murals in the Cathedral of the Blessed Sacrament in Sacramento. This exhibition brought out the largest attendance the prints room had ever had in any one month. Some of the pencil drawings which were shown have since been bought by the Los Angeles Board of Education for reproduction and use in the school art departments. Other exhibitions for this year included blockprints and water colors by Chiura Obata, San Francisco Japanese artist; blockprints by Ralph Gallatin of Chico; travel sketches by Raymond Yelland, Oakland artist and architect.

In September recent acquisitions to the library's collection, not displayed before, gave a good idea of the high type of work which one may expect to find behind the cabinet doors. In October a comprehensive group of Japanese blockprints from the very earliest work to that of living artists was exhibited. Thees were from the large collection of Mrs. Everett R. Perry of Los Angeles. Each year the prints room shows a group from the Print Makers Society of California and one from the California Society of Etchers.

It will be readily seen that these exhibitions alone furnish a good opportunity to become acquainted with fine prints; however, they are but one of the functions of the prints room. It is more than just a print gallery. Here also are cases containing plates, blocks, tools, etc., illustrating the processes of print making. In this room is a large library on the subject of prints, the technique, the history and the appreciation of fine prints; catalogues of the work of noted artists, many of them beautifully illustrated; biographical material and all the art periodicals, with reading tables for their convenient use. All of these resources are for reference and study, for the examination and comparison of the prints themselves, together with the books and catalogues for information about them. Here prints may be brought for identification and possible valuation. The staff is prepared to assist visitors in any way possible in their need for informaton on any phase of the subject.

Among the high spots of the collection may be mentioned engravings by Albrecht Durer, Albrecht Altdorfer, Lucas van Leyden, Mark Antonio Raimondi, and Martin Zazinger of the brilliant period at the beginning of the sixteenth century; Rembrandt, Adrian van Ostade, and Jean Morin, contemporaries, of the seventeenth century, and the notable French group extending into the eighteenth—Gerard Edelinck, Antoine Masson, Robert Nanteuil, and the Drevets. Coming on down the years through Whistler, Haden, Legros, Pennell, Renoir, Gaugin to our own contemporaries one may see the work of Sir David Y. Cameron, Sir Frank Short, George Bellows, Arthur Davies, Cadwallader Washburn, and Arthur W. Heintzelman among many others. Among our California artists there are almost complete sets of work of John W. Winkler, Roi Partridge, Helen Hyde, and very large groups of many others, too numerous to list.

Of especial interest is a group of engravings done in Mexico during the eighteenth and early nineteenth centuries, and lithographs done about the middle of last century. Very little is known of these early engravers and practically nothing written about them in English. There are no examples of their work in either of the great print collections, the Library of Congress or the New York Public Library, so we may feel that these Mexican prints are a particular California treasure.

Not to be confused with the original prints, which are not loaned, is the library's other collection of reproductions of famous paintings. These are kept in another place and are for circulation use exclusively. Most of these are in color, of good size and mounted substantially for the use of clubs, schools, and other groups or individuals in the study of art. This collection numbers about thirteen hundred. There are also about five hundred more, smaller, unmounted Mentor prints covering art subjects as well as places and people of interest other than as works of art. As there is much demand on this loan collection, the loan period is necessarily short. They should be requested through the local library the same as books, and at least a week before the date they will be needed.

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Inyo County Library Branches in Unusual Places

[EDITOR'S NOTE—By request, Miss Anne Margrave, librarian, Inyo County Free Library, contributed the following items concerning branch libraries in unusual places in Inyo County, which has an area of 10,224 square miles.]

WITH TRUE Californian fondness for superlatives, and unable to speak of the "biggest" or the "best" with any accuracy, Inyo County has been boasting for some years the highest library branch, the little collection maintained each summer at Parcher's Camp, lifted 9300 feet toward the blue Sierra sky. With the establishment of a combined school and community branch at Furnace Creek Ranch, 270 feet below the sea level on the floor of Death Valley, it claims the lowest library center also. The energetic little school teacher, Mrs. Miriam Wegener, struggles with a school composed of such varying elements as fully matured Indian girls still in the first grade, white children who have never attended school elsewhere, and who have usually each formed his entire grade, transplanted city children, and high-school boys. Books called for by the adult members of the community show the same wide variety as suggested among the children. The best is none too good—and the poorest finds a ready acceptance with these library users.

The Inyo County Free Library has lately established branches at two C.C.C. camps within Inyo's borders, at Lone Pine Canyon, under the shadow of Mount Whitney, and at Cow Creek, where the Jayhawker Party of '49 entered Death Valley, now the site of the headquarters of the Death Valley National Monument. The officers in charge of recreation and education at these camps eagerly welcome the libraries as assisting their efforts in both directions. In both cases the library branches supplement small libraries provided by Federal agencies, and form only one among many means afforded the men of employing their leisure time.

Notes

DURING the ten-day period that the Sutter County Free Library was closed for moving operations Miss Frances M. Burket, county librarian, supervised the transfer of over 66,000 books and other items from Mission Hall to the new quarters in the Odd Fellows' Building at Yuba City and started service again to the public on December 4.

EARLY in December the county library organizer visited the Contra Costa County Free Library in its fine, spacious, new quarters in the Hall of Records at Martinez. One large room is devoted entirely to the school department of the county library. Miss Jessie A. Lea, county librarian, and her excellent staff have maintained the high standard of library service which has been the record of the Contra Costa County Library since it started in 1913.

A REAL APPRECIATION of the value of a school library was seen when the Martinez Junior High School Library was visited. The room is exceedingly attractive and it is made the center of information for the school through the understanding appreciation of the value of libraries by Mr. French, principal, Mrs. Edwards, the teacher in charge of the library, and the constant service rendered by the Contra Costa County Free Library.

BOOK REVIEWS

TREASURE TRAIL READERS, seventh and eighth grades. By Wilhelmina Harper, in collaboration with Hollis P. Allen; illustrated by Kate Seredy. Macmillan Company, New York and San Francisco.

The seventh reader of this series is called "Mountain Gateways," and its 474 pages of content are made up to meet the demand for material for the development of silent reading habits. The child's interest is always uppermost in the minds of the author in selecting material of a literary value and yet avoiding duplication of selections used in other readers. The content is selected on the basis of social efficiency as the objective in education.

The eighth reader is called "The Journey's End." The authors in the message to the teachers make a strong plea for the use of tests and suggest five ways of using tests in connection with the book. The aim is to interest the child in good reading and to furnish material equally useful for general reading drill, diagnosis, or enrichment. Miss Wilhelmina Harper, the author, has long been known as an outstanding student of juvenile literature. Her work in Kern County Free Library and Redwood City Library has been of real worth. This series of readers will greatly enhance her reputation and will undoubtedly be popular in seventh and eighth grades, where reading has been so fearfully neglected.

TRAVEL BY AIR, LAND AND SEA, by Hanson Hart Webster. A reader for elementary grades. Houghton–Mifflin Company, Boston and San Francisco. Size 5½x8, 432 pages. Price, $1.08.

This is an up-to-date book for intermediate grades. The author has done an excellent piece of work. The first 87 pages are devoted to airplanes and dirigibles. The second section of 77 pages take up railroads. The third section of about 70 pages concerns highways and vehicles, and the fourth division of about 70 pages is entitled "Long Ago and Far Away." The fifth section of 80 pages is devoted to "Sailing the Seas." There are a number of interesting illustrations in color.

The whole book is to help children realize that modes of travel have made the world grow smaller and to arouse a desire to know about other people and other lands. The cover design is unique, the type of good size, and the whole book is very attractive.

JOHN SWETT, A BIOGRAPHY OF AN EDUCATIONAL PIONEER, by William G. Carr, Ph.D., Assistant Director of Research, National Educational Research. Illustrated by Mary Louise Wallace. Fine Arts Press, Santa Ana, Cal. 1933. 173 pages, 6½x9½. Price, $3.

The life of John Swett is a valuable contribution to educational literature of the West. Honorable Vierling Kersey, in a foreword, sums up the educational career of Mr. Swett in a few paragraphs, with special emphasis on his success in securing a state tax for schools. Mr. Carr has a number of interesting chapters—"The Age of Homespuns," "Desk and Book," "Enter Politics," "Hill Girt." The several pages on Mr. Swett's experiences with publishers as an author are of

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unusual interest to those interested in publishers and royalties. Mr. Carr has made a fine contribution. It is, however, to be regretted that more of the human side, the intimate details of his life, were not given a chapter. Richard D. Faulkner, who knew Swett so well, could have told many interesting and intimate phases of his life. Mr. Faulkner made the speech presenting the Richardson portrait of Swett which hangs in a place of honor in the University of California. Mr. Williams deserves praise for the artistic presentation in paper, type, and binding.

EXPLORING LATIN, by a Committee of Latin Teachers in Baltimore, Brennan, Loane, and Englar. Published by American Book Company, 1933. Price, 80 cents.

This book is designed exclusively for use in a junior high school course of two or three periods a week, and is, in reality, a course in which the young pupil has an opportunity to find out whether he enjoys language work and whether he is likely to succeed in it. Vocabulary is limited to 150 Latin words and particular emphasis is placed upon the development of the English language.

EVERY SCHOOL should have a copy of "George Washington" in the "True Stories of America Series." The price of this attractive book by William Rieding is 36c, published by Macmillan Company, New York and San Francisco.

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WESTERN SCHOOL NEWS

PAUL STEWART won his suit for salary due under his contract as city superintendent of schools of Santa Barbara. The judge denied a request for an injunction preventing the Board of Education paying the salary of Superintendent Nearpass.

THE SAN DIEGO *Union* printed recently a list of the applicants for the superintendency of San Diego, including those who made personal application and those who were recommended by institutions, organizations, or individuals.

"AS WE SEE IT" is a very attractive publication, sponsored by the Macmillan Company, 350 Mission Street, San Francisco. It contains a beautiful tribute to Opal Strangland, office and promotion manager of the trade department of the San Francisco branch office, formerly connected with the state Department of Education, who passed away on November 1, 1933, and also a tribute to Everett Perry of the Los Angeles Public Library, who passed away on October 30. The booklet is full of up-to-date news. There is an originality about the content that makes it very readable.

THE department of superintendents of the N.E.A. will meet in Cleveland, Ohio, February 25 to March 1, and the National Educational Association will meet in Washington, D.C., June 30 to July 6. Special rates by rail, airplane, or motor bus will be made.

RESOLVED, That the efforts of the C.T.A., the state department, the Secondary School Principals' Association, and the School of Education, University of California, to provide a well-organized, sequential course of study in social science be approved. We pledge our support to the continuation of this work; and be it further

Resolved, That the county Board of Education be requested to call a meeting of the principals and social science teachers of both elementary and high schools to bring about a closer articulation of social science in both types of schools.

The above resolution was adopted recently at the Kings County Institute.

THE regular quarterly meeting of the State Board of Education was held in the city of Sacramento, January 5 and 6, 1934. J. R. Gabbert of Riverside, newly appointed member, was introduced to the board, and, upon reorganization, Doctor Lewis P. Crutcher was again selected by the board to be its president. The board prepared and sent greetings to Governor James Rolph, Jr., and arranged to call upon the Governor for an informal conference. Governor Rolph on January 16 appointed Armestead Carter as a member of the State Board of Education to succeed Gordon Gray.

After consideration of rules and regulations concerning admission to State Teachers' College, credentials, reports of educational accomplishments for the year 1933, by Vierling Kersey, secretary, relief work, retirement salaries, the board adjourned to meet in regular quarterly session in the city of Oakland, April 5, 6, and 7, 1934.

THE Classroom Teachers' Association of San Francisco gave a reception and tea to Doctor Edwin A. Lee, Superintendent of the San Francisco Schools, and to Joseph Marr Gwinn, former Superintendent, on January 11.

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   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
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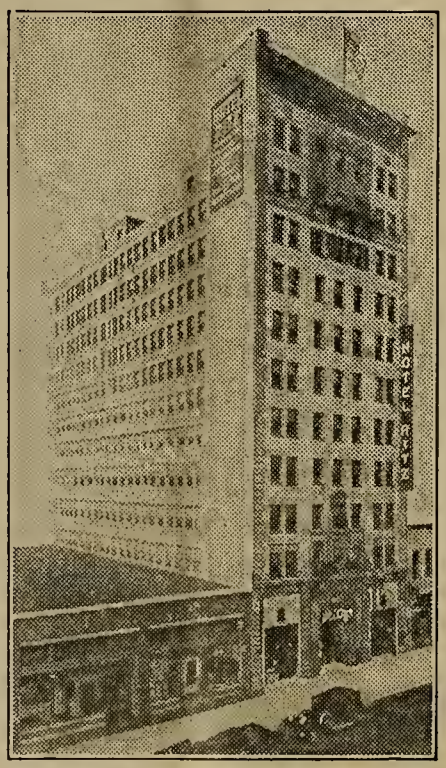

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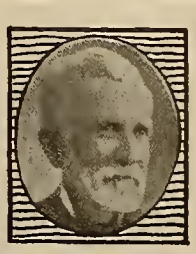
FEBRUARY, 1934

THE WESTERN JOURNAL of EDUCATION



News and Comments -- By Harr Wagner

Doctor Robert G. Sproul.—The president of the University of California has been making urgent appeals through the *Tax Digest* and by radio along the lines of the modern trend in university support and on the condition and prospects of the University of California. Doctor Sproul is clear, convincing, and definite in this appeal. The reduction of $4,267,308 in the budget of 1933–35 was drastic but not fatal to the many services the university performs in addition to its instruction to students. The medical, the agricultural, free clinics, research, university extension courses, etc., are of tremendous service to the taxpayers of California. There has been a curtailment of expenditures, salaries have been reduced, improvements eliminated, and drastic retrenchment made in all departments. Doctor Sproul, however, places special emphasis on the fact that, while changes must be made, they need not be changes for the worse. The system must not be wrecked. He believes that better work could be done with smaller appropriations if we were to adopt a plan similar to the one proposed by Carnegie Foundation's "Report on Higher Education for California."

A Well-Deserved Honor.—Charles Colfax Hughes has been granted a four-year renewal of his contract as City Superintendent of Schools of Sacramento. He has served the school system of Sacramento for twenty-one years. He was at one time City Superintendent of Alameda. He was educated at Stanford University and secured much of his practical training as a representative of one of the leading textbook publishing houses. His charming personality, business acumen, and progressive educational philosophy are his outstanding qualities. Honorable Vierling Kersey presided at a banquet in honor of Superintendent Hughes at Sacramento on Thursday, January 11. Five hundred and sixteen people attended. Kersey declared the dinner in itself was a tribute to a man who could command such an attendance. He also commented on the dynamic loyalty of the members of the school system. J. R. Overturf, deputy superintendent, and others were speakers.

Tolerance.—Vierling Kersey, State Superintendent of Public Instruction, has interested public and private schools and other organizations in having a representative Protestant minister, a Jewish rabbi, and a Catholic priest appeared before assemblies during the week of February 18 to February 24 and speak on "The American Tradition of Religious Freedom." This movement seems more necessary now that wars and rumors of wars, and changes in government based on personal political, religious, and economic freedom, are abroad in the land. The Commonwealth Club, on February 14, had a capacity audience to listen to Lord Dudley Marley, British Labor party leader in the House of Lords and chairman of the International Committee for the Relief of Victims of German Fascism. Lord Marley told heartrending stories of cruelties to Jews, trade unionists, and others opposed to the Hitler government. Some of the incidents related seem so terrible that they should not be given unless evidence to substantiate the stories are presented. Lord Marley placed special emphasis on the fact that beatings with steel whips, rubber truncheons, and hanging head down until they die are not isolated cases. He said: "They are typical of hundreds, of thousands of cases on which the committee has authentic evidence." We believe that, after the experience in propaganda during the World War, the overstatement of facts should not be permitted. The conditions are bad enough without any necessity of exaggeration. The Commonwealth Club, of course, is not to be blamed for the factual or nonfactual material of its guest speakers. Freedom of speech is one of the first principles of our democratic form of government. The attractive eloquence, the charm of personality, and the delightful English of Lord Marley almost made us tolerant of that which seemed objectionable propaganda.

The California Quarterly.—Horace M. Rebok, secretary and managing editor, has made an outstanding record in the editing and publishing of *The California Quarterly*. The contents for January include a foreword about Walter R. Hepner, chief of the division of secondary schools, and Edwin A. Lee, the newly appointed Superintendent of Schools of San Francisco. "Qualities of Leadership," by Monroe E. Deutsch; "Some Junior College Problems," by Melrowe Martin; "Origin and Development of the Public High School in California," by John H. Napier, Jr., and some interesting educational news and comments by the editor are included in this issue. It is remarkable and greatly to the credit of the secondary school teachers and principals that they are able to sustain such a high-grade journal.

What Ails the Educational Editor?—The editor has had a four-page reprint of an address of the above title by William McAndrew for several months. It is vibrant and thought provoking. Doctor McAndrew cut out the editorial pages of upward of two hundred educational magazines and submitted them to his editorial friends for diagnostic tests. The decision was definite and final. The editorials were worthless. They were bromides. They had no call to action. They were without matter. The critic was very emphatic that the educational journals did not reflect the educational needs of the country. "I do not mean," he said, "this present and sudden threat of cutting the wages of teachers. I mean the large purpose of education as affecting the civilization of the whole people."

Another Columbia University critic insisted that the editorial policy should be leadership. The editorial page ought to "be an anvil for hammering home all the time the large obligations of the public schools." Doctor McAndrew then asks, "What are the needs of the country?" "Honest and intelligent management of public affairs" is his answer.

We are of the opinion that the public schools have made the work of social and political readjustment now in process in our our national life possible. We understand social justice. The editorial policy of hundreds of our educational magazines has been to advocate a better social future. It is near at hand.

Read Alice Hand's Letter on "The New Deal"—See pages 3 to 7

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VOL. XL, NO. 2 SAN FRANCISCO, FEBRUARY, 1934 PRICE 15 CENTS

A "NEW DEAL" LETTER TO THE BOYS AND GIRLS OF CALIFORNIA FROM ALICE HAND*

BY ALICE HAND

DEAR BOYS AND GIRLS—AND TEACHERS (It's better to include them, too, so their feelings won't be hurt!): In just a few days another March 4 will appear on the calendar of 1934. You remember what happened on March 4 of last year? Of course! A wise, far-sighted, thoughtful leader named Franklin Delano Roosevelt became our new President. And you remember how quickly he dashed at the job of playing doctor to a very sick United States suffering from a terrible disease called Depression, don't you?

Now I have a feeling that every boy and girl in this great country of ours really wants to know what's being done for him by Uncle Sam. But always there are big words that stand in the way of an understanding of the important and exciting things that Mr. Roosevelt's New Deal is bringing about. How about listening very closely to a story of the happenings of this past year—March 4, 1933, to March 4, 1934—that I have tried to make very clear and plain? Don't you think you'd feel ever so pleased and important if you knew exactly what those teasing New Deal alphabet arrangements meant that you see in print so often, and that you hear the grown-ups talk about so earnestly? Perhaps it will make you want to read and learn about ever so many other points that I won't have time to tell you about in this letter.

NEW DEAL AND DEPRESSION DEFINED

Ready? Very well! The New Deal? You've all seen the grown-ups playing cards, haven't you? If someone deals out to the players cards that have been distributed unevenly or unfairly, each one calls very loudly for a new deal, doesn't he? There you have it! Uncle Sam, through the efforts of President Roosevelt and his advisers, is giving the people of the United States a New Deal in Government—one fairer, with benefits more evenly distributed, than any "deal" we have ever received before.

DEPRESSION? A terrible disease, on ogre, a nightmare, a bogieman, a kill-joy, it's been called by various people since it crept into our midst about 1929, but this is a more sensible definition: Depression is a period in the life of a nation when man's efforts to satisfy his wants are greatly hindered by lowered activities in the business world. And during our depression, "things-doing" in the business world have moved so slowly at times that they barely escaped paralysis! They say figures can't lie. Let's look at some figures that Depression has put on record. 1. Men idle in January of 1933, 13,500,000; 2. Families living in poverty, families so poor that they could barely manage to get food or clothes or keep a roof over their heads, 15,000,000, with about one-third of these living on charity (gifts from others better off than themselves); 3. A large share of Uncle Sam's government expense is paid by taxes (charges made) on the incomes (yearly gains from business, labor, or property owned) of well-to-do American citizens. The sum of taxable incomes since 1929 has dropped from twenty-five billions to eleven billions. I hope you are all good at figures, because, as we go on, we'll think nothing of using nine zeros at a time.

CAUSES OF THIS DEPRESSION PERIOD

And how did all this sad state of affairs come about? Suppose we let the Captain of our Ship of State give some reasons himself. It would be fine to be able to tell mother and father at the supper table tonight that you, too, knew what made Depression happen, wouldn't it? Get eight fingers ready and tick off a Depression cause on each as he tells it. Ready, Mr. Roosevelt—begin! 1. Owners of factories, eager for big gain or profits, enlarged their plants so greatly that they turned out more articles of one certain kind (gloves, or shoes, or blankets, perhaps) than the people really needed, or had money to buy them with. 2. So many young children were working in factories, fields, etc., that national education and health was sure to suffer. 3. Farmers had on hand huge quantities of agricultural produce (corn, wheat, cotton, etc.) that they couldn't sell because foreign nations were too poor to buy what they usually did. The United States is not the only country suffering from Depression, you see. 4. A great many banks were using the money people had given them, to take care of, in risky business deals that often resulted in great losses to farmers and poor people. (SPECULATION, a form of gambling. Remember this word!) 5. Many rich men who should have paid to Uncle Sam the true taxes on their incomes were paying much less than the sums due him, through the use of dishonest tricks and dodgings of the law. (A man named Pecora helped show up these income-tax dodgers very cleverly.) 6. As a nation we have been keeping up a much more complicated system of transportation (trains, motor trucks, steamships, etc.) than we have goods and crops to transport (carry across) from place to place. 7. National resources (water, forests, minerals, the soil, etc.) have been wasted and cared for badly. 8. Criminals (kidnappers, holdup men, etc.), grafters (dishonest business men), and racketeers (men who disobey the law to make big profits off of things that should sell cheaply), have not been severely enough treated. 8. Poor housing and the unwholesome crowding together of many families in run-down buildings (slums) have lowered the health of thousands of poor people. [*Continued on Next Page.*

*NOTE TO TEACHERS: This summary of the main points of Roosevelt's New Deal can be very readily divided into sections for daily study. It is suggested that definitions given in parentheses be memorized and drilled upon separately. When a definition has been once given, the word itself, such as "Speculation," is used throughout with no helps to understanding of it.

Special reports, problems to be discussed, cartoons to be brought to class, current biography to be presented, can accompany the reading and study of this outline at the discretion of the teacher. Local projects of the C.W.A. offer a good topic for investigation. The main objective is to arouse an interest in the features of the New Deal that the pupil will *carry home with him* for family discussion.

THE DREAM ROOSEVELT WOULD LIKE TO SEE COME TRUE

We all know that nightmares never last very long, and that dreams can be made to come true if everyone agrees to help make them do so. One of Roosevelt's main dreams for America is to bring about a close friendship between five great national forces in America: 1. Heads of Industry (factory owners, merchants, etc.); 2. Capitalists (men who have big sums of money with which to help Industry grow and strengthen—they invest their money in it); Farmers (who raise our food, produce), Heads of Transportation (railroads, bus lines, steamships, etc., that carry our goods and produce); Labor (which lends its hands to all of the others, and Uncle Sam (government). President Roosevelt would have Uncle Sam occupy the most important place in the friendship plan for this "Big Five" who are to pull together for the good of the whole country. He plans to set the brains of his most thoughtful and experienced statesmen to work on the business of settling differences among them and pointing out the way for them to get the best results from working closely together in friendship.

Things have never before been so bad for our country, and so Mr. Roosevelt has had to try many quite new ways of helping us out of our distress that never have been tried before. Some of his plans for making his dream come true may succeed, and some may not, but we must always remember that our President has had much experience in the business of governing, and in the business of knowing the real needs of people. We must remember he is doing his very best to bring about the greatest good for the greatest number of American citizens.

UNUSUAL POWERS GIVEN TO THE PRESIDENT BY CONRESS

As soon as Mr. Roosevelt became our President on March 4, Congress (our lawmaking body) granted to him very great powers—powers so great that they are usually granted only to Presidents in time of war. Mr. Roosevelt was given permission to do whatever he thought best, in reason, to straighten out our money tangle, and to bring about Economy (carefully planned saving) in our machinery of government. This latter power he exercised immediately by cutting down the salaries of many of Uncle Sam's servants who he thought were getting too much money for the amount of work they did. Also, he did away with, or combined, many government groups (bureaus, agencies, etc.). This "Planned Economy" saved the nation the spending of $500,000,000 yearly. Everything Mr. Roosevelt does of great importance he tells us about over the radio, or puts into the newspapers, so that no person in the United States need be ignorant of what is happening back in Washington.

JOBS, NOT DOLES; THE MORE JOBS, THE MORE MONEY!

And now let's get right into action along with our fast-moving President! No sooner was he in office than he and his thoughtful advisers ("The Brain Trust") began to make plans for putting thousands and thousands of idle men and women back to work again. All true Americans are only happy when they are actually earning the food, clothing, and shelter that their families need. To receive these gifts from people better off than themselves, or even from Uncle Sam's treasury, because they have lost their jobs through no fault of their own, makes them discontented and unhappy. Charity, or doles, is what we call these gifts. When people get doles from Uncle Sam, they get that help through the F.E.R.A.—here's the first of those alphabet helpers! This is short for the Federal Emergency Relief Administration, which means a plan for giving very quick help to some very pressing need. But President Roosevelt's slogan always is "Jobs, not doles!" The F.E.R.A. is a crutch only, and F.D. doesn't like crutches! He intended that the N.R.A. was to be one of the first answers to the unemployment (no jobs) situation.

MORE JOBS THROUGH HELP TO INDUSTRY! THE N.R.A. IS BORN

The sign, or emblem, of this N.R.A. that we hear so much about, is Blue Eagle, the boldest and strongest of our national birds! What do those letters mean? They stand for the New Recovery Administration (the "get well quick" plan) that is to help Industry get on its feet again, and that is to keep it traveling along sensibly and helpfully for all the benefit of the United States. This is how the N.R.A. got under way: All the various factory owners, and mine owners, and merchants, and the like, in the whole country were called upon by the President to get ready for new activities. If they had been forced to close down their business, they were to get ready to start up again with the aid of loans from Uncle Sam. They were to come together with their workers and make a set of rules for running their business. These rules were to be known as a Code.

Here are some of the main rules to be found in these codes. 1. Industry was to hire just as many men and women as it could possibly use, at fair wages, with a shorter number of weekly hours, and better conditions for working. 2. Every factory or mine owner, or merchant was asked not to try to beat the prices set by others in his own field, because if he did he could not put on the market really excellent products, or treat his workers as they should be treated. 3. No industry was to hire any children under sixteen years of age who needed play hours and schooling. 4. No industry was to turn out more goods than it could reasonably hope to sell. 5. Each industry was requested not to set unreasonable prices upon articles produced by it.

Small storekeeper and small business companies are to have special help from Uncle Sam in the matter of meeting the requirements of these Codes. So far, almost two hundred different codes for different industries have been formed and put into action, and seem to be working well.

JOBS FROM THE TWIN BROTHERS—P.W.A. AND C.W.A.

Have any of you by any chance seen a long, long line of shabby, anxious, unhappy men standing in line for hours, waiting for food and articles of clothing to be handed out to them for their hungry, shivering families—men with no jobs for their strong willing backs and hands to fly at? A very sad sight, indeed! And so President Roosevelt thought, when he made that fine plan of his for bringing jobs to those willing hands and backs, the plan that we know as the Public Works Administration, with its quicker-acting twin, the Civil Works Administration.

Public Works—that means things built and planned and worked out for the benefit of the whole American Public—you and me and your next door neighbor! Public buildings are to be erected to house Uncle Sam's business properly, new school houses are to be put up, highways started, repaired or improved, bridges built, great dams to save water constructed, public parks and harbors improved, ships built! All these public works will probably set about six million men to work. And Uncle Sam will spend perhaps more than $3,000,000,000 to bring it all about. Think of a peaceful army of six million men working hard at tasks that will mean good food and good living for their families!

The Civil (relating to citizens) Works Administration, or C.W.A., supplies jobs that are not so big and far-reaching as those of the P.W.A. These jobs can be given out more quickly, and can be gotten under way by our own local town or county, jobs such as painting public buildings, clean-up jobs, road-mending jobs—good honest work for thousands—*jobs, not doles!*

A HELPING HAND FOR MOTHER NATURE—THE C.C.C.

President Roosevelt has always loved and admired the generous way Mother Nature has treated her child, the United States. He has always felt badly about the way thoughtless or greedy Americans misuse, neglect, or waste the gifts she has

made us. That is why he was very quick to gather together in every part of the United States groups of jobless men (more than 300,000 of them in all) who were to be set to work at the business of conserving our natural resources—i.e., repairing, improving, and guarding our waterways, forests, wild creatures, and the like. This Civilian (the opposite of military) Conservation Corps (or group) is to widen and deepen rivers, replant forest regions, fight hard against forest fires and insect pests, build forest trails, and beautify national parks. The work of these vigorous young men, the army of the C.C.C., should offer a very interesting subject for further reading by boys and girls who love out-of-doors life and who personally want to help Mother Nature also to get a New Deal here in the United States!

Another fine feature of the New Deal that wide-awake young folks should want to get acquainted with is the plan President Roosevelt is getting under way for using the dam across the headwaters of the Tennessee River called Muscle Shoals Dam. This dam can help manufacture great quantities of electricity so cheaply that all the people living in that valley can use it in their homes in dozens of beneficial ways that may change their whole way of living. This plan is called the Tennessee Valley Authority, or T.V.A.

HELP FOR THE MAN WHO IS THE BACKBONE OF OUR NATION—THE AMERICAN FARMER

Right here, boys and girls, let's give a cheer for the American Farmer! He's mighty important to every one of us, and his life is certainly no bed of roses! Long hours, hard work in every kind of weather, with generally very poor rewards for it all in actual money. Often, too, Mother Nature doesn't treat him very well, either. Raising a crop of wheat, or corn, or hay, is sometimes as great a gamble as betting on a baseball game.

Of course since old bogie man Depression has been with us Mr. Farmer has been worse off than ever. So now Uncle Sam is trying to deal out an especially good hand for him to play his earning game with. Here are the reasons for some of his worst troubles: 1. Almost one-seventh of the crops of the United States used to go to foreign markets that don't want them now; 2. Prices for goods in general have dropped in value over one-half since 1929, but, because the farmer is getting still lower prices for his crops in proportion to that drop, his dollar will buy only one-third of the goods it used to; 3. On the other hand, taxes on his farm, mortgage rates (a mortgage is a promise made by a man who borrows money of another that he will give him a certain piece of property named, a house or land, if he fails to pay back the sum borrowed), and cost of transportation for his crops, are 50 per cent higher than they were in 1929. Pretty sad arithmetic problems for the farmer, aren't they?

And what's the New Deal doing about it? Plenty! For quite a number of months now, a group of men heading a certain plan called the Agricultural Adjustment Administration, or the A.A.A. (the Agriculture "setting-right" plan), have been working like beavers to help the Farmer out of the bog into which Depression pushed him. You see, until now, the farmer has been producing more food than the public can use up (consume). Uncle Sam is persuading the Farmer not to plant as many acres of foodstuffs as he used to, and is promising to pay him rent ($3 an acre) for every acre he lets lie idle. In this way our national crop yield will be small enough to meet the public food needs without leaving a great quantity over (surplus). It is this big surplus that the Farmer wants very much to get rid of, and so will sell very cheaply, that makes food prices so low for him that he can make little profit.

Also, Uncle Sam is paying the Farmer a bounty (a present of a suitable sum of money) if he will promise to cut down the number of hogs, cattle, dairy products, etc., that he usually raises. This will make prices higher for him because there won't be so many hogs and cattle and the like flooding the market.

Besides trying to raise prices for the Farmer in this way President Roosevelt plans to work hard to help him get in touch with the best markets for his produce, at just the times when those markets will be most beneficial to him. Also he is trying to get Congress to reduce land taxes on farms because land now is not nearly as high in value as it used to be.

Very often the Farmer has to borrow money in order to buy seed for his new crops, or to buy new plows, harrows, etc. That may mean that he has to mortgage his farm or his house at a very high rate of interest to secure his loan. Crops often fail through no fault of his own, and then, if he can't get money to pay the man he has borrowed from, he has to lose his home and farm to that man. Uncle Sam, through the A.A.A. and the Farm Credit Administration and the Farm Mortgage Act, stands ready to help him when creditors press him hard. Uncle Sam will take on the mortgage himself at a very low rate of interest, and with no threat of suddenly foreclosing on him—i.e., demanding the money due on his property if he can't pay it. He will also lend the Farmer money when he needs it badly to buy seed or make repairs, etc. It look as if a real friend to the Farmer has come forward at last, doesn't it? Good luck to both of them, we say!

UNCLE SAM TO THE RESCUE OF HOME OWNERS

We all love to sing "Home, Sweet Home," don't we? And we all can imagine that home isn't very sweet when mother and father are worrying their hearts out over the fact that they can't pay off the mortgage that they had to put on their home in order to help pay for its building, or to borrow money when Johnny or Mary were suddenly ill, and needed many unusual things to get them well. Many, many fathers were out of jobs when old Depression was at work, and many, many homes were in danger of being lost to their owners when the New Deal took a hand in matters. And now the initials H.O.L.A., meaning Home Owners' Loan Act, look very good to many of us. If Mr. Homeowner is being pressed hard by a mortgage holder, or he can't pay his taxes on his little house, or he needs to make very necessary repairs, Uncle Sam will loan to him, as he does to the farmer, money at a very low rate of interest and will let the debt run a long time without the threat of a sudden foreclosure should payments occasionally have to fall behind. President Roosevelt believes that good homes are the most important things to think about in the welfare of a nation. We all enjoy knowing that he himself has always had a happy, well-ordered home that he enjoys even more than most men do.

AND THE IRON HORSE HASN'T BEEN FORGOTTEN EITHER!

Fun to see a long train with a snorting, puffing engine go streaking by, isn't it? More fun still to ride on it. But the poor old iron horse has had pretty hard going these last few years. Not so many people riding nowadays! Busses and trucks and airlines trying hard to get his customers away from him. President Roosevert thinks railroads should have a New Deal along with all the other players.

F.C.T. is the answer—a Federal Coördinator of Transportation named Joseph B. Eastman, who is going to try to persuade all transportation agencies in the United States to coordinate, or pull together, on equal terms. He thinks it is perhaps a waste of time and money to have more than one railroad company serving the same section of the country. He plans to see that railroads get government loans when they need it badly, and he hopes to have all bus lines, truck lines, airlines and steamship lines working together in friendship, instead of warring against each other as they do now.

OLD JOHN BARLEYCORN, NEWLY RETURNED TO AMERICA, MUST BEHAVE HIMSELF

Old John Barleycorn is legally back in our midst, but our President is planning to get out a second Roosevelt "Big Stick" and make him shiver at the very sight of the letters F.A.C.A.—Federal Alcohol Coördination Act! This plan will unite all the states in the business of keeping John in his place, and not letting him get to feeling too important. This plan as directed by Joseph Choate, Jr., should be an interesting topic for you to look up, and report on more fully. Uncle Sam hopes that the old-time saloon has gone for good, and that his people will learn very early in the game the meaning of the word Moderation when it comes to drinking.

[*Continued on Next Page.*

THE STORY OF THE TRICK DOLLAR

And now has come the time for you to sit up very straight and put your thinking cap on quite firmly, because we're going to talk about money and banks, and money and banks have toppled the thinking caps of many very well-informed people these days. But let's take a little try at the subject, just to show we aren't afraid!

Old Pest Depression certainly did manage to tangle the money affairs of our country into a terrible state of confusion during his reign of terror, but President Roosevelt didn't waste any time beginning the sorting-out business. And the banks of our country were certainly crying for a new deal more loudly than any of the other players in the national game! A bank, as you perhaps know, is a place where skilled business men take care of the money that men and women earn, so that they needn't be hampered by carrying it about with them or hiding it away in their houses. They can get their money out of the bank when they wish to, or they can pay their debts with orders on the bank called checks. Very often banks loan money to people when they need extra sums in a hurry.

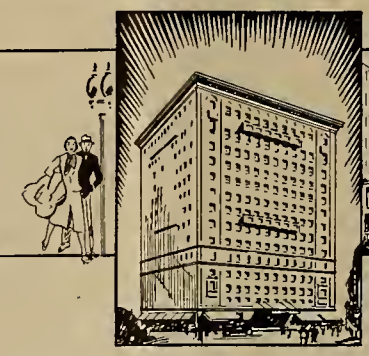
In return for all this service, sometimes, banks do business of their own with the money of their customers, or depositors, thus earning profits or gains for themselves, and for their customers, too. This is all right, if the banks invest in (or put into) good safe business ventures the money of their depositors. But very often bankers want to make large sums of money very quickly, and so go into risky business deals that are almost as uncertain of turning out well as real gambling. This risky way of doing business is called speculation, or gambling on hopes of making quick profits.

During the year 1932, when Depression was worrying people the most, and all business deals were more or less risky, much unlucky speculating was done by bankers with the money intrusted to them for care, or investment. Then, all over the country, depositors became alarmed for fear they might lose their money savings, and great numbers of them at once would rush to the bank and ask that the whole sum of their savings be given back to them. This could not be done because the bankers did not have the money on hand to return quickly in such large amounts, or else they had invested it unluckily, and had lost much of it. Sudden demands like this made by a whole crowd of depositors at once is called a "run" on a bank. Because of these panicky "runs" on them, many, many banks had to close their doors and tell the people they had lost their savings either permanently or for quite a while, and that they couldn't do business for them any longer.

Now, when Mr. Roosevelt became President, March 4, 1933, so many banks were closing their doors and so many people were losing their savings, that he immediately ordered all the banks in the whole United States to shut their doors to the public for five days, while he and his helpers worked out a plan to make banks safe and sound once more. Now, Uncle Sam always keeps going twelve big, safe banks of his own called Federal Reserve Banks. These banks are to act as helpers to other national banks when things go wrong for them. It was these twelve banks that now got quickly into action.

At the end of the five days named, the Federal banks, by means of loans and plenty of good advice, got the other banks ready to open up again, and the worst of the panic was over. And over the radio, immediately, Mr. Roosevelt was asking the people to trust him and the banks by not drawing out their savings as they had been doing, but, if they could, to add to what they had in bank already. And especially he asked them to bring to the banks any gold money or any kind of gold they might be willing to part with—gold which they had been hiding away (hoarding) so far. He said he needed it very badly to back up the paper currency money that was circulating throughout the country. He promised to return the full value of their gold to them in paper money. This the people did very willingly and trustfully.

Gold, as you know, is a beautiful, durable, long wearing, very scarce metal that makes a very desirable form of money. It is so scarce, however, that Uncle Sam keeps the bulk of it



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locked up in his vaults, and gives to people to use as money in its place, the green slips of paper that you are all familiar with. These slips of paper are really promises to pay the bearer 40 per cent of the value named on its face in gold, if he wants to present it to one of Uncle Sam's mints or vaults. People seldom, if ever, do this, but are contented to know that the gold is there to back up the paper money and to make it safe for use by them in buying and selling.

Now, the value of gold as paid to miners who dug it out of the earth last fall was about $21 an ounce, and Uncle Sam had $3,500,000,000 dollars' worth of gold in his vaults. When Depression times made it so necessary to have more money in circulation, Mr. Roosevelt decided to increase the price of gold in bulk, or bullion, as it is called, to about $35 an ounce. This would mean that the gold in the federal vaults would be worth about $5,500,000,000 instead of $3,500,000,000. This being so, he could put into circulation paper money backed by an extra two billion in gold, according to its new valuation.

The President hopes that in this way, with more paper dollars on hand, more goods will be bought and more debts will be paid, even if the paper dollar, because of this new revaluation of gold, will only have about the actual buying power that sixty cents used to have. At any rate, there will be so many more paper dollars traveling about that maybe some of the people who didn't have a chance to own any before may be able to get some now!

There! Is your thinking cap all burned up by the heat made by your brains going round so hard and fast trying to understand about this Inflation business? Inflation means to blow something up larger than its original size, and that is what the President is doing about the price of gold, I should say. Why don't you take this section of your letter home to your Dad and see what *he* has to say about Controlled Inflation of our money system?

And, before we leave the subject of banks and money, let's make note of the fact that Mr. Roosevelt saw to it that Congress passed some good, sensible laws making bankers promise not to speculate recklessly with the money entrusted to them. In fact, every company of men who asked people to invest money in their business were to be required to *publish* a careful account of just what kind of a situation their investors were getting into (Securities Act of 1933).

Also it was arranged that people's money, as deposited in banks, up to the sum of $2500, and later on larger sums, could be insured against loss, with Uncle Sam.

AND WHO PAYS FOR IT ALL?

And who pays for all this help to the farmers, the army of unemployed men, the homeowners, the bankers who are receiving from Uncle Sam money loans on long terms at a very low rate of interest, or no interest at all? President Roosevelt wants ten and a half billions with which to run his New Deal for a year. Where is that huge sum of money to come from? Uncle Sam can raise through income taxes, taxes on manufactured articles (process taxes), taxes on liquor, customs duties, tariff, etc., about three billions of this sum. The other seven and a half billions must be borrowed from American citizens at large who trust Uncle Sam so much that they are willing to invest money with him, at interest, of course, in order to help the country get on its feet again.

This investing with Uncle Sam was done at the time of the great World War that we took part in fifteen years ago. In this present war against Depression that we are all fighting it is exactly as necessary to spend vast sums to win our battle so that, by 1936, say, our nation can be on the way back to good credit at home and abroad.

HOW ABOUT A BIRTHDAY CELEBRATION?

On March 4 of this year Franklin Delano Roosevelt's New Deal will be one year old, and beginning to walk very nicely, thank you! That's a good date for us to use as an excuse for reciting certain sections of our President's splendid Inaugural Speech, for telling each other the main features of his life, character, and past career, and, above all else, for passing in review the main events of his stirring battle with Public Enemy No. 1, Depression!

It's too early to fortell positive success for that battle, but don't forget these facts: Over five million people are back at work again with fair pay and reasonable working hours; child labor is practically done away with throughout the United States; thousands of farms and homes have been saved to their owners through loans from Uncle Sam; great public works are being put through that we can be proud of for generations to come; thousands of banks are reopened and doing business helpfully and carefully; food production and manufactured articles are beginning to be created in proportion to the actual need for them. Gangsters, kidnappers, and grafters are beginning to realize the existence in the White House of a "Big Stick" created for their own special benefit; and Uncle Sam's credit at home and abroad is getting sounder and more dependable day by day!

BUILDING FOR THE FUTURE

And don't let any of us forget that our President is trying hard to bring about much more than the immediate overcoming of the evil effects of four years of Depression. He is trying to make governmental forces here in America so much better and wiser than they have ever been before that another awful time of distress and trouble such as this can never come to the United States again.

And always remember that boys and girls can help him as well as grown-up people. Let's try very hard to understand the results that this great New Deal is really bringing about. Let's try to follow from week to week the new events that happen throughout the country in connecion with it. It's your *very own* New Deal, and if you're all "good scouts" and try to be good, intelligent citizens, President Roosevelt will think you are the very most important part of it all! And so goodby for this time!

Your friend,

Alice Hand.

OAKLAND TEXTBOOK EXHIBIT

The week of January 22, the Oakland School Department invited all publishers of textbooks to display their latest and best publications. The exhibit was held in Hunter Hall, in the Administration Building, at the direction of Superintendent Willard E. Givens and under the supervision of Doctor E. W. Jacobsen, assistant superintendent, who is in charge of the educational program for the elementary, junior and senior high schools.

The teachers and principals through the entire system were asked to attend and to review and report upon books suitable for listing as supplementary texts. The individual schools in Oakland maintain their own libraries under the guidance and direction of the central library, of which Mrs. Elizabeth S. Madison is the director. The purchase of books is made by each school individually—ordering through the central purchasing department. The books are chosen by the teachers and principals from recommended lists of texts, supplementary texts, and library books.

The teachers attended the exhibit in the afternoon from 3 o'clock to 6, and while certain days were assigned for certain schools, many teachers and principals came several times.

The Oakland school system, in spite of many economies, has in no way jeopardized its excellent educational program, and one of the basic factors in maintaining such a program is the ample—even generous—supply of books provided to the schools.

Thirty-seven companies displayed their books and maintained representatives with their exhibits. The teachers had access to the latest books and the outstanding books of recent years of all these companies. The companies and their representatives were as follows:

Allyn Bacon, R. C. Hamilton; American Book, L. E. Armstrong; D. Appleton, Charles B. McVey; Century, Charles B. McVey; Commercial Textbook, A. B. ZuTavern; Commercial Textbook, Ray Iliff; Doubleday–Doran, E. L. Shirrell; Ginn, Fred A. Rice, J. O. Tuttle, Ritchie Smith; Gregg, Mrs. Frances E. Raymond; Harcourt–Brace, Rannie P. Burkhead; Harper, Blanche Montgomery; D. C. Heath, George T. Babcock; Henry Holt, N. R. Feasley; Houghton–Mifflin, J. F. Oliver; Iroquois, H. E. Black; Laidlaw, Glenn Crowley, Richard Laidlaw; Lippincott, Fred W. Bravy; Lyons & Carnahan, E. C. Dudley; Macmillan, E. E. Walker; McGraw–Hill, John Whitsell; Newson, John Whitsell; Nystrom, Edward D. Cauffman; Rand–McNally, Charles W. Beers; Rowe–Peterson, B. R. Morris; Sanborn, C. W. Roadman; Scott–Foresman, A. H. Goddard; Scribner's, Howard P. Miller and F. H. Dobbin; Silver–Burdett, E. R. Colvin; Southwestern, R. McMasters; Harr Wagner (including Flanagan, Hall–McCreary, Whitman, and Williams Publishing Company), Morris Wagner; Webster, Clark H. Rader; Winston, Eleanor Ellis; World Book Co., C. S. Jones.

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

AS IT NEARS March 10—almost a year since the earthquake last year which wrecked many school buildings in Southern California in the area of Long Beach and Los Angeles—we find plans for rebuilding and reconstruction fairly well crystallized. In justice to the magnitude of the problem, such delay has been perhaps justifiable. In Los Angeles city alone, for the repair and rebuilding of some six hundred school structures, the sum of $32,000,000 has been estimated as needed. With more than $10,000,000 of funds in hand, the Los Angeles city voters will vote upon a $20,000,000 bond issue for reconstruction purposes on March 20th. Superintendent Bouelle and his Board of Education, with no evident open opposition, are expecting the passing of this bond issue.

Reconstruction at Long Beach under Superintendent H. S. Upjohn is estimated to cost around $8,000,000 or more.

Pasadena has had a bond issue election for reconstruction in which the bonds for the elementary schools to the amount of $693,000 were approved. Just recently these bonds were sold at a premium of $8812. Work of reconstruction for elementary schools in Pasadena will proceed rapidly. What will be done in regard to the junior and senior high schools and the junior college of Pasadena has not yet been decided.

On February 20 Glendale will vote upon a $1,253,000 bond issue for rehabilitation purposes. Of this amount, $424,000 is for elementary schools, $669,000 for secondary system, and $160,000 for the junior college. If the bond issue is passed the plan is to secure a new fifteen-acre site for the junior college and provide strong frame stucco buildings for the students.

Santa Monica has already voted upon a bond issue, which was defeated. Many other places in Southern California have bond elections scheduled for the near future for reconstruction purposes. Of these, the nearest election is that of Beverly Hills, where $250,000 will be voted upon. Superintendent E. J. Hummel and a citizens' committee are making a strong plea for the bonds.

The matter of reconstruction of school buildings not damaged by earthquake in order to come up to state requirements as determined by the last State Legislature has caused a tremendous amount of unrest. The Attorney–General has expressed in a recent opinion that the school trustees and boards of education members are personally liable on account of injuries in case of earthquakes. This has caused considerable worry among those people immediately concerned with the management of the schools and also among the citizens upon which the cost of reconstruction of such buildings must necessarily fall.

A great many school people as well as citizens are of the opinion that the necessity of reconstruction of buildings not damaged by the recent earthquake is being forced by certain groups of the commonwealth merely for profit. For that reason, whether all of the bond issues in the near future will carry is problematical.

The putting of children this winter into tents and bungalows when the buildings they have been inhabiting are uninjured has caused much speculation as to the ways and wherefores, and more so when in some instances the buildings moved out of were built from plans approved by the State Department of Architecture within the last five years.

The fact that, even if the school districts do reconstruct their buildings, the State Board of Architecture does not guarantee their absolute safety, makes for more turmoil.

The further fact that school structures require 10 per cent lateral stress resistance, while other structures in which the child is in or around some eighteen hours of the day only require 2 per cent lateral stress resistance adds complication to the problem.

NORMAN R. WHYTOCK, assistant superintendent of the Glendale city schools, is planning this spring for certain curriculum studies in the junior high schools along the line of the social sciences.

ALLAN E. SEDGWICK, a Los Angeles engineer, recently elected to the Los Angeles City Board of Education by the members themselves to fill a vacancy, is considered to be the leader in the Los Angeles school reconstruction program.

A. R. CLIFTON, Superintendent of the Los Angeles County schools, has done valiant work these past few weeks in keeping down the hysteria and unrest that has developed among trustees and citizens of many communities in regard to their school reconstruction problems.

THE LOS ANGELES City Board of Education recently allocated $3,290,542 for the reconstruction of twenty-one elementary schools and nine other high schools and six new buildings on six sites.

SAN DIEGO COUNTY in February is a fine place in which to travel even if San Diego, with less than two inches of rain, claims that this will probably be the driest year on record.

MISS ADA YORK, County Superintendent, keeps her county system of schools awake to the educational problems of the day. One of the latest means of bringing about closer cooperation between school and community has been the inauguration of "Play Nights" under the direction of Miss Lucile Ross, supervisor of music, and Miss Margaret Van Voorhees, director of physical education. At these "Play Nights," attended by patrons of the schools and the teachers, a community feeling has been developed that has greatly aided the putting across of the educational program. Miss York gives credit to both Miss Ross and Miss Van Voorhees for organizing these "Play Nights" so that they are a delight to attend.

The San Diego County trustees' meeting will be held April 24. In the afternoon the association will have a joint session with the Ninth District Parent–Teacher Association.

In line with other parts of the nation, much improvement under C.W.A. labor is being made around San Diego County schools. At Coronado, Fred A. Boyer, Superintendent, is seeing to the repainting of the school buildings. At Julian, new elementary grounds are being graded. At Fallbrook James E. Potter, principal of the high school, is having the grounds graded and new classrooms added to the high school plant.

Jalmar W. Lawson, district superintendent of the Escondido grammar schools, opens the spring term with more than nine hundred pupils enrolled. A detail of supervision that has been very successful this past year has been a grade conference of the Superintendent with every teacher in the system once a week. This conference has made possible a close check-up of individual rural problems and has allowed for quicker co-operation with the parent or other teachers in regard to a pupil's scholastic work or discipline. Much praise is also being expressed for the work in manual training done by pupils under the direction of Paul A. Schmeeckle. The work of his pupils is better than that ordinarily seen in the grades.

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WESTERN SCHOOL NEWS

Governor Rolph has appointed J. R. Gabbert of Riverside, Cal., a member of the State Board of Education. Mr. Gabbert is a graduate of the University of California and has two children there at this time doing graduate work. He is editor and publisher of the Riverside *Enterprise,* and was the founder of the California *Citrograph* and the Oxnard *Courier.* Mr. Gabbert is thoroughly posted on educational subjects, and he will prove a valuable member of the State Board of Education.

Charles R. Tupper has been appointed acting Superintendent of Schools of San Diego.

The C.T.A. is conducting a very complete questionnaire on tenure in California.

Superintendent Tupper of San Diego has written for the *Superintendents' Bulletin* a very comprehensive article on "Coöperative Planning."

Lottie J. Wegener, Superintendent of Mariposa County Schools, reports that her county is 100 per cent with the C.T.A. this year. Her rural supervisor, Daniel DuPertuis, is the president of the San Joaquin Valley Rural Supervisors' Association. He was formerly music supervisor of Merced County and has also served as general supervisor.

The Book-Lovers' Dinner was held at the Colonial Ballroom, St. Francis Hotel, February 3, 1934, Harr Wagner presiding. The guest speakers were Archbishop Hanna, on "The Manuscript Treasures of the Vatican," and Andrew Y. Wood, on "San Francisco as a Printing Center." Mrs. F. H. Colburn planned the dinner and made all arrangements. At the conclusion of the dinner she was given an ovation. Her speech on the presentation of a California-made book to the Prince of Sweden was an eloquent and appropriate effort. The dinner was given to awaken interest in the Book Fair at the DeYoung Museum, Golden Gate Park, San Francisco, now open to the public.

"The California Nugget," devoted to the story of the Golden West published by the California State Historical Association, 3551 University Avenue, Los Angeles, E. W. Coy, secretary, is a worth-while publication, and the index just issued is a great help to teachers and others interested in California. Annual membership, including subscription to the *Nugget,* has been reduced from $3 to $2.

The Overland Monthly, Arthur Chamberlain editor, Hellman Building, Los Angeles, January, 1934, issue, is of unusual interest. "Colton's Journal," by Frances B. Hack; "Why Thrift Education?" by C. W. Conrad; "George Wharton James," by Bessie Sloan, are some of the interesting articles. Price, 25 cents. Send for copy.

The various individualistic organizations of the San Francisco School Department gave a reception in honor of Doctor Edwin A. Lee, Superintendent of the San Francisco Schools, on Thursday evening, February 8, 1934, in the Terrace Ballroom of the Fairmont Hotel. Fourteen different associations were represented. Superintendent Lee is very popular and is solving the various problems presented with an open mind.

Doctor C. N. Thomas, the well-known lecturer on Mexico and other topics, passed away suddenly at the Hotel Claremont on Tuesday, February 13. He was the guest speaker at the Sequoia Club on January 25, and recently completed a tour of California, speaking before high-school students on a good-will message from Mexico. He was a man of high ideals, forceful character, and devoted to preaching the gospel of good-will.

Herbert Marshall of San Francisco has recently become popular as a sculptor, and has completed busts of Anifer Toulba, daughter of Ali Foad Toulba, Consul General of Egypt; of Helen Allred, the artist; of Gandi, and of Harr Wagner, president of the Sequoia Club, and is now at work on a bust of Mussolini. The bust of Harr Wagner was presented to the Sequoia Club during an art evening recently. Emerson Lewis, the well-known artist, delivered an informational talk on ancient and modern art, and Vaughan MacCaughey delivered a very graceful speech, complimenting the sculptor, Herbert Marshall, for his ability to make his work show more than the form and outlines of his subject, but that he was able to put in permanent form something of the character and spirit of his model.

J. O. Osborn, principal of the Redding High School, passed away recently. He was the principal of this school for many years and at one time was a representative of the American Book Company. He had many friends in all parts of the state.

Doctor H. G. Campbell, deputy superintendent of New York City Schools, has been appointed Superintendent of Schools. He succeeds Doctor William J. O'Shea, who retires after many years of splendid service in public schools. Doctor Campbell was born in

Scotland in 1884 and has been a teacher, principal, and associate superintendent in New York City since 1903.

PRESIDENT JAMES R. ANGEL of Yale University will be the speaker at the sixty-sixth birthday of the Annual Charter Day Dinner, Palace Hotel, Friday evening, March 23, San Francisco.

EDWIN A. LEE, Superintendent of San Francisco schools; A. J. Cloud, deputy superintendent of schools, and Bertha E. Roberts, deputy superintendent of schools, have been delegated to attend the National Education Association, Department of Superintendence, Cleveland, Ohio, February 24 to March 1.

DOCTOR HERBERT S. WEET, Superintendent of Schools of Rochester, N. Y., has retired, and J. M. Spinning has been appointed as his successor. Doctor Weet was prominently mentioned for the superintendency of San Francisco schools in 1924.

JOHN HAMPTON WATTS brought mandamus proceedings against the Board of Schools of Baldwin Park School District for two months' salary and restoration of his position. Judge Hight of the Superior Court issued an order for the trustees to pay the salary and restore Superintendent Watts to the superintendency of the district.

Placentia and New Valencia Schools

THE SPIRIT of self-determination and nationalism that is the present mood of the world is having its effect upon states, cities, and villages. This spirit of the times of seeing to your own upgrowth before trying to administer to those in more distant places has definately affected the people of Placentia. The citizens of Placentia, "The Little Rich Town," have felt this coming-of-age consciousness. For years they have considered themselves primarily, educationally, and civically a small area on the outskirts of Fullerton. For their own they had developed a fine grammar school system during the last decade, under the guidance of District Superintendent Glen A. Riddlebarger, but had left the higher education of their children to the Fullerton Union High School and Junior College. Thus it was that for a long time, as part of the union high school district and junior college district the people of Placentia educationally thought in terms of a neighboring town rather than in terms of their own town, Placentia. This past year a group of citizens in Placentia led by Le Roy Lyon determined that the time had come for Placentia to stand on its own feet educationally as well as commercially. An appeal was taken to the California State Board of Education for permission to withdraw from the Fullerton Union High School District. Permission for an election upon that matter was given and the electorate voted to withdraw from the Fullerton Union District and voted to form the Valencia Union High School District, whose boundaries were to be coterminus with those of the Placentia Grammar School system, which included the four districts of Commonwealth, Richfield, Yuba, and Placentia.

R. F. Essert, Principal of Palencia Union High School.

The Board of School Trustees elected to administer this new high school district included Le Roy Lyon, president; Earl Mathis, clerk; Warren Bradford, Lawrence Lemke, and B. V. Beard. It was and is the purpose of these trustees to have a high school in Placentia that will be outstanding. Just as the grammar schools of the Placentia district have been unique in many respects, so it is planned that the educational program and physical equipment of the Valencia Union High School be of the same caliber. To administer both the Placentia grammar schools and the Valencia Union High School, the trustees sought a man for superintendent who would be able to develop an unusually fine educational program. They chose for superintendent Ralph F. Essert, in whose background is twenty-two years of educational experience as teacher and superintendent.

Mr. Essert is a graduate of the Kearney Teachers' College, Nebraska. He has an M.A. in education from the University of Southern California. He has done post-graduate work at Columbia University. His previous positions include five years as superintendent at Alma, Neb.; four years at Bladen, Neb.; two years at Central City, one year at Fullerton, and for the past nine years the district superintendent of the Artesia schools of Los Angeles County. In this last position in California Mr. Essert made a name for himself by running a school along the most progressive lines of modern educational thought.

So it is that Placentia, in Orange County, in the heart of the famous Valencia orange belt, twenty-eight miles southeast of Los Angeles, ten miles north of Santa Ana, with oil wells within her boundaries, with orchards of oranges, lemons and avocados, with packing-houses shipping two thousand carloads of citrus fruit, with beautiful houses and palm drives, with the mountains at her back and the seashore at her feet, has come of age and become a real identity, civically and educationally. In this environment the Valencia Union High School has been started in the Bradford School with five full-time teachers and one part-time teacher. High school pupils of the district for this year have been given their choice of attending the Fullerton High School under contract with the Valencia District or attending the Valencia High School. Next year all high school pupils within the district will attend the Valencia High School.

Plans for the future include a bond issue of $250,000, taking advantage of the United States government donation of 30 per cent of this amount.

It is planned to buy a twenty-acre orange grove for the new high-school plant. Just enough trees will be pulled out to allow erection of the building—the rest will be used to carry on citrus culture education under the Smith Hughes plan. With the purchase of this land will come fourteen water units—sufficient to supply this acreage. It is hoped to have the high-school plant completed by next Septem- The enrollment the first year of its occupancy will be around 250 students, with a faculty of fifteen teachers.

Mr. Essert will continue with the fine work done in the past in the Placentia Grammar Schools. The trustees have always believed that school children should be taught in wholesome and beautiful surroundings. The Bradford school itself is set in a park where the trees and multitude of flowers that bloom there is more than usually attractive. The fact that three gardeners are employed shows what stress has been laid upon artistic surroundings.

The Placentia system, also, provides homes for the superintendent, head janitor, and head gardener, which leads to a closer attention to the school problems.

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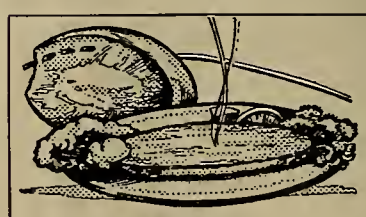

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"RICHELIEU" IS WALTER HAMDEN'S OPENING BILL AT COLUMBIA FEB. 26TH

Teachers, students of the drama and arts of speech will be interested in the four great plays that will be presented at the Columbia Theater by Walter Hampden in a two weeks' engagement beginning Monday night, February 26.

Arthur Goodrich's new version of "Richelieu" will be the opening bill and will repeat Wednesday evening and Saturday matinée of the first week and Monday, Wednesday, Friday and Saturday evenings of the second. "The Servant in the House" will be offered Tuesday and Friday evenings of the first week and Wednesday matinée of the second; "Hamlet" is scheduled for Wednesday matinée and Saturday evening of the first week and Thursday evening of the second; while "Macbeth" will be played Thursday evening of the first week and Tuesday evening and Saturday matinée of the second.

The Goodrich paraphrase of "Richelieu," while preserving Bulwer–Lytton's highly ingenious plot, involving intrigues against the lives of *Cardinal Richelieu* and *King Louis XIII* and against the honor of *Richelieu's* ward, *Julie de Mortemar,* has done away with the old-fashioned "asides" and circumlocutions which retarded the action. The movement and dialogue now are direct and swiftly flowing, so that the melodramatic climaxes have far more power than they did in the less direct and more indefinite original version. And there is no finer rôle for a star actor than the brilliant, crafty, and masterful cardinal–premier who dominated the France and Europe of his day.

"The Servant in the House," with its intensely moving message of human brotherhood, is unique among plays, only one other, "The Passing of the Third Floor Back," resembling it even in spirit. What happens in the space of two short hours in the hearts of all gathered in the home of an English vicar under the influence of the Christ-like *Manson* is a drama that is as thrilling as it is exalted. and *Manson,* a rôle inspired by and written for Walter Hampden, reveals one of the most beautiful facets of his art.

"Macbeth" and "Hamlet" and Walter Hampden's performances therein need no introduction or eoniums. The star's *Hamlet* is thrice familiar and always welcome. He has not played *Macbeth* so frequently of late, but his portrayal is of memorable potency and its restoration to his repertoire will arouse keen interest among lovers of the greatest of all dramatists.

Eva Le Gallienne on Tour

Eva Le Gallienne and her Civic Repertory Company of New York, following the engagement at the Columbia Theater in San Francisco, will make a limited tour of Northern California cities with her production of Ibsen's "Hedda Gabler." The dates are as follows: San Jose, Roosevelt Auditorium, Monday night, February 26; Fresno, High School Auditorium, Tuesday, February 27; Sacramento, Memorial Auditorium, Wednesday, February 28; Stockton, Pacific Little Theater, Thursday, March 1; Santa Rosa High School Auditorium, Friday, March 2; Oakland, Auditorium Theater, Saturday matinée and night, March 3.

Walter Hampden on Tour

Walter Hampden and his large company will appear at the Roosevelt Auditorium, San Jose, on Monday night, March 12, in "Hamlet." On Tuesday night, at the High School Auditorium, in Fresno, there will be a performance of "Richelieu." Hampden will appear at the Auditorium Theater, Oakland, on Wednesday matinée and night, March 14. At the matinée "Macbeth" will be offered and at night "Richelieu." At the Memorial Auditorium, Sacramento, on Thursday afternoon, March 15, Hampden will be seen in "Hamlet" and on Thursday night "Richelieu."

An Attractive Play

"The Affairs of Jean" is a play that offers fine entertainment for reading or acting. Leslie B. Sterne, the author, has succeeded in writing a good play. Single copies sell for 50 cents. Lots of ten or more, 35 cents. (There are ten people in the cast.) Royalty very reasonable; for copies write to Don Merrell Publishing Company, Suite C, 6 Jackson Building, Nashville, Tenn.

C.W.A. Symphony Concerts

The program of concerts in the public schools of the Civil Works Administration Symphony Orchestra of forty-eight pieces, conducted by Kay Attel, well-known harpist of the San Francisco Symphony Orchestra, authorized by the Board of Education, sanctioned by the Superintendent of Schools, Doctor Edwin A. Lee, and arranged by Miss Estelle Carpenter, director of music, free to the public and all in the neighborhood of the various schools during the last of January and first week in February, were a great success.

BOOK REVIEWS

Secretarial Training, by Slade, Hurley, Clippinger. Ginn & Co., 1934. Price, $1.32. 229 pages.

This is an intensely practical and up-to-date text containing a quantity of pertinent information concerning general office routine and equipment. This book successfully coördinates the work of the class with the actual needs and requirements of an employer. Two chapters are devoted to "Collecting and Organizing Material," a subject that is especially important to the prospective secretary. Book can be used for individual study.

America — Self-Contained, by Samuel Crowther. Doubleday, Doran & Co. 340 pages, size 5x8.

This book is sent out by the Chemical Foundation, Francis V. Garvan, president, 654 Madison Avenue, N. Y. In a letter to the reader, President Garvan places emphasis on the fact that the American chemical industry, in order that the weak and dependent position of the United States which he had to handle in the last war may never recur, is one of the strongest factors in absolute independence. We can control our own destiny. We have the raw material so that we can compete with all nations.

The Yearbook of Short Plays, edited by Claude Merton Wise and Lee Owen Snook. Row, Peterson & Co. Price, $3.50.

To the teacher of dramatics looking for a book of one-act plays for study or production, this group of twenty-five plays should be a real find. The plays are natural and interesting in their development of dramatic incidents. They are grouped under the heads of "Plays of Youth," "Plays of Fancy," "Plays of the Real," "Plays of Atmosphere," "Plays of Dialect," "Plays of the Ridiculous," "Plays of Women," "Plays of History," and "Plays of Romance."

An introduction of about 35 pages discusses the approach to dramatic study, the production of plays, suggestions on acting and on rehearsing. The plays may be produced by amateurs without payment of royalty. They are suited to both junior and senior high-school students.

"Just Plain Larnin," by James M. Shields, is education fictionized. In the guise of a novel, this young schoolman offers a sincere and startling picture of a Southern industrial town in which educational progress is all but impossible. The dominance of industrial magnates and political leaders in the town government; the clash of labor and capital in the schools; the ignorance and pettiness of careless parents—all, together, interfere with the teaching staff and the curriculum, and create a discouraging atmosphere for the progressive educator.

As a story the book is somewhat amateurish, but as a picture of the difficulty of injecting new educational ideas into traditional systems it is well worth reading because of its truth and vitality. It is, indeed, an effective restatement of the necessity of tying up learning with the lives of many kinds of children. And as a story it is likely to reach a much wider audience than if it had been presented in the usual form of an educational monograph. As fiction it is very readable, as educational theory it is highly stimulating.—*Mary Roberts Coolidge.*

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library

C.W.S. and C.W.A. Projects in California Libraries

EDITOR'S NOTE: Librarians of California are endeavoring to help the unemloyed by devising projects to be carried out under the federal program for the relief of unemployment which will serve the double purpose of giving employment to people needing it and also be of benefit to their respective libraries.

For lack of space, only a partial report can be given in this issue of THE WESTERN JOURNAL OF EDUCATION of the library projects now in operation in California. A second report will be made in the March issue of this journal.

The State Library

By ELEANOR HITT
Assistant State Librarian

ON DECEMBER 22 the State Library was assigned nineteen workers to accomplish approved C.W.S. projects. Nine women were for clerical tasks, five for library crafts, four for dusting books and shelves in the stacks, and one man for cleaning shelves and shifting volumes in the newspaper stacks. These projects are expected to last until February 15.

Clerical work is being carried on in several sections of the library. Huge piles of cards long accumulated for filing in the union catalog are diminishing, the newspaper index filing will be up to date soon, as will also accumulated records in the reference section. The California section has made the most of this opportunity to have manuscripts copied, newspaper files listed, vital records typed in convenient form, and historical material, such as pictures, theater programs, and broadsides, sorted. A very valuable collection of Wells-Fargo envelopes, previously unavailable to the public, has been placed in a Man-U-Save binder furnished through one of the projects.

Hundreds of books are being turned back into circulation from the repair section and many hand-copied books for the blind are being made ready for use.

Two additional projects covering clerical and janitorial work have been approved but are being held pending developments in the federal program.

The University of California Library

By JOHN S. RICHARDS
Assistant Librarian

THE SEVENTEEN C.W.S. workers in the University of California Library include six trained librarians, five bookmenders, three typists, and three men for shifting and shelving books and cleaning in the stack.

The librarians are engaged in the following projects: Analyzing sets already catalogued in the public catalogue; checking duplicate files of government documents with the catalogue to fill in gaps in the regular set; indexing files of California periodicals in agriculture; listing unbound foreign dissertatons so that they may be made more easily available to the public; classifying and filing cards for books and articles received from Concilium Bibliographicum.

The typists are copying certain card records. They are also listing the duplicate book collection and the serial publications received by gift.

The binding and mending, which is being done by five workers who have had previous experence, is proving of especial value to the library. As a result of the cut in our budget appropriation, arrears in rebinding had accumulated. Books which can be mended are being taken care of and certain sets which are much used are being collated and torn pages repaired. Two long files of newspapers are being bound in paper covers to make them available for use.

Certain portions of the stack collection are being cleaned and much shifting is being accomplished. A section of temporary shelves has been erected in the stack court, into which are being moved the least used of our unbound periodical material. This will open up much-needed book space for the general collection on the fifth floor of the stack.

C.W.S. Projects Sponsored by the University of California School of Librarianship

By SYDNEY B. MITCHELL
Director, School of Librarianship

Nine librarians employed.

1. List of periodicals being dropped from subscription lists of libraries in San Francisco Bay region.

2. Union list of newspaper files in libraries of San Francisco Bay region available for consultation.

3. Union list of California state documents in the libraries of San Francisco Bay region.

4. Union list of documents of other states of the United States available in libraries of the Bay Region.

5. Union list of congressional documents in libraries of the Bay Region.

6. List of trade associations, together with their publications in San Francisco, Oakland, Berkeley, and Alameda.

7. Completon of a union list of periodicals of interest to special libraries in the Bay Region.

8. Union list of books and magazines in gardening in the San Francisco Bay Region libraries.

Librarians employed in civil works projects in public organizations not connected with libraries:

National Parks Service, Office of Education, Berkeley; 4 librarians.

Bureau of Public Administration and Library of Economic Research, University of California, Berkeley; 4 librarians.

United States Forestry Service, University Campus, Berkeley; 4 librarians.

United States Forestry Division, San Francisco; 1 librarian.

State Division of Social Welfare, San Francisco; 1 or 2 librarians.

The following are employed under Civil Works Administration, but not in libraries:

Oakland public schools: 1 librarian-teacher teaches under C.W.E.

Oakland Civil Works Administration: 1 librarian registers applicants for work in West Oakland.

Oakland Public Library

By JOHN BOYNTON KAISER, *Librarian*

OF THE FOUR library projects which have been approved and are now under way, three are concerned with the repair and renovation of buildings (with fifteen men already at work and more to follow), and one with library service, the first three falling naturally under C.W.A. and the fourth under C.W.S. At the main library and branches walls and woodwork are being painted or cleaned, new shelving is being built, miscellaneous carpenter work done, and worn or obsolete electrical and plumbing equipment is being replaced.

Working on the library service project under C.W.S. are seven persons, of whom six are women. Three are trained librarians, whose time is divided among several short project units planned for completion on or about February 15. Specific tasks are the taking of inventories at certain branches where an inventory is long overdue, making sets of analytic cards for branch catalogues, and analyzing collections of songs and instrumental music for the catalogue of the music division at the main library. A portion of the time of one worker has been spent in making subject cards for historical articles in California periodicals which have not been included in any of the published guides to periodicals. The Grizzly Bear is the first set chosen for indexing, and Transactions of the Commonwealth Club of California the second.

One of the seven is a typist–clerk, who is assisting in bringing up to date arrears of filing, typing, etc. This worker has made it possible to complete the revision of the United States author entries in the card catalogue to conform with Library of Congress usage. She has also made considerable progress in the work of stamping out-of-print United States and state documents with the words "Not for circulation." One extra bookmender and two extra janitors complete the tale. It is hoped that one of the latter will finish the work already begun of applying a preservative to old leather bindings in the reference department. In each case the condition that Civil Works employees be assigned only to work which would not be accomplished as a part of our ordinary routine has been faithfully observed.

Additional applications are pending on projects to be developed if the government's program is continued beyond February 15. One of these would involve 39 people, of whom 13 would be librarians, 12 typists, 4 bookmenders, 2 clerks, and 8 cleaning women, to work on inventory, revising the charging system, bookmending, etc. The other project involves, primarily, skilled labor in connection with proposals to paint and redecorate the main library and two museums operated by the board of library directors.

C.W.A. and C.W.S. in the San Francisco Bay Area

By JOHN BOYNTON KAISER
Chairman, District No. 1, California Library Association Committee on Unemployment Among Librarians.

IN OCTOBER, 1933, District No. 1 of the California Library Association, which includes

the cities of San Francisco, Oakland, Alameda, and Berkeley and the University of California Library, and Stanford University Library—all in the San Francisco Bay Area—named a committee to consider the plight of unemployed librarians and to try to stimulate work for them. The committee made several suggestions looking toward possible employment of librarians in connection with book selling, editorial work, private bibliographical work, book collecting, and so forth, but, as far as known, developed no additional opportunities. The C.W.A. later got into action and, particularly through its subsidiary, the C.W.S., offered opportunities for unemployed librarians on bibliographical and library projects proposed by individual libraries, universities, and library associations.

Through the efforts of members of District No. 1's committee on unemployed librarians, the director of the University of California Library School, the University of California, and the National Parks Service office in Berkeley, and the Special Librarians Association of San Francisco, numerous projects acceptable to the C.W.S. have been proposed and approved, so that 44 professional librarians among those unemployed have been put to work since December 4, 1933. There are still, in the area concerned, about 30 unemployed librarians of varied qualifications and experience.

Additional projects have been submitted for approval which will provide work for many more unemployed librarians if the C.W.S. is continued beyond February 15.

San Diego County Free Library

By MARJORIE H. KOHLER, *Librarian*

The San Diego County Free Library has just completed a C.W.S. project of 3600 man hours. We had fifteen women for six weeks and twenty-six women for three weeks. Only one of these women had had any library training; the remaining twenty-five had followed various professions. We had one artist, one sculptress, several office workers, a manicurist, an actress, a linen weaver, two teachers, and several who had never been employed. We taught all but eight of these women to mend and during our project 2187 books were mended. Considering the fact that none of these women had had any experience along this line, we feel that a great deal was accomplished. The other work that was completed consisted of mounting 681 pictures, processing 550 record cases, making the discard records of 2251 books, completely revising the entire borrowers' file, lettering and putting black strips on about 5000 books which had been returned from our branches since the entire library was relettered, the entire library was thoroughly cleaned, 6000 book pockets were folded, 11,000 charging cards were made for school books, magazine cards were made for all the magazines taken by all the branches, 39 pamphlets were bound, and a complete bibliography was made for the three new state courses of study.

We feel that this extra work in the library and getting all of these books back into circulation has partially made up the cut in the budget which we have had in the last two years.

We now have a supplementary project, with fifteen women working, which will last until February 15.

Ventura County Free Library

By ELIZABETH R. TOPPING, *Librarian*

The Ventura County and City Library is at present engaged in three projects under direction of the Civil Works Administration, two under the direction of the Civil Works Service of the Civil Works Administration, and the other under the direction of the C.W.A. proper.

A request was made December 1, 1933, that the first project might be started, and this request was granted early in January. The idea back of this first project was chiefly the opening of the Ventura City Library for longer hours each day. Because of lack of funds, the city library was forced to close three nights weekly, starting last September 1. Through the extra help allowed by the C.W.S. it was found possible to keep the library open six nights a week as was formerly done.

Another part of this first project consisted in clipping and indexing extra copies of the county newspapers in order to get at certain facts pertaining to the history of the county. For this work one trained librarian was needed, assisted by a clerical worker whose job it was to clip and paste. Also special work on the library picture collection was undertaken, as well as special work in the binding and mending of material too expensive to be handled in the ordinary library routine.

The carrying out of this first project—especially the first part of it, which made possible keeping open the central library for longer hours—has caused the greatest gratification to all patrons of the library, and it will help materially in the plea for a larger budget for the city library which will be made for the next library fiscal year beginning in July.

The second project, under the C.W.A., called for a master carpenter to build bookcases and do other carpenter work. The carrying out of this particular project is very gratifying to the staff because the book collection has for a long time been too large to handle with the ordinary equipment. At the beginning of this project the government agreed to pay part of the cost of the material needed, but before this agreement could be carried into effect a government order was sent out stopping the purchase of supplies. It is hoped that C.W.A. funds will later be available for the purchase of materials, but in case they are not the library has agreed to pay all the expense of materials.

The third project accepted called for two semi-skilled women to do cleaning and dusting in the various branches throughout the county, including school branches, and to check books. Already one school library has been completely checked and cleaned, and many books have been cleaned at headquarters, where it is easier to handle them than it is at branches. Extra cleaning help has also been sent to the Ojai branch, one of the largest in the county.

The assistance granted by the C.W.S. and the C.W.A. has infused a spirit of hope into the staff that library activities may be broadened beyond the point which seemed possible during the past three years. During these last years it has been necessary to narrow objectives very considerably in order that the library might maintain an ever-increasing business on an ever-decreasing income. There was no chance for any really creative work.

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The C.W.S. and the C.W.A. have materially increased the chance for library service, and the effect of these organizations has been very marked, even in the short three weeks they have helped the library.

Los Angeles City School Library

BY JASMINE BRITTON, *Librarian*

UNDER the educational projects of the C.W.S. in Los Angeles a total of thirty-nine workers are known to have been assigned for library work to high schools, junior colleges, and special library sections functioning under the Board of Education. Of these, thirteen were sent to the Library and Text Book Activities Section, one to the Secondary Course of Study Section, and twenty-five to nineteen different schools. Of these, one worker is a trained librarian and two have had previous practical experience in some form of library work.

The work they have been doing may be divided into two categories:

1. In assisting the permanent staff in carrying on the regular routine of the libraries.

2. In catching up on desirable and necessary but not pressing activities that have been neglected over long periods.

A large proportion of the C.W.S. workers were assigned to the Library and Text Book Activities Section, as this unit had been suffering for some time from a serious shortage in its permanent staff. In the school deposit department and circulation department, C.W.S. helpers assist in charging and tying books, checking returns, filing shipping invoices, and sorting and shelving books. While the permanent staff had been able to keep fairly well abrest of current district requisitions, there were many unavoidable delays. Thousands of returned books were stacked in storage rooms through sheer lack of time in which to sort and shelve them. This not only resulted in some damage to the books, but also in a serious reduction of the stock available for circulation. Added to the shortage of new books this situation was becoming increasingly difficult. With the aid of C.W.S. workers the accumulation has been cleared away and the daily returns are now promptly handled.

All books are inspected on their return from circulation, those needing minor repairs being sent to the mending department, others needing more serious attention going to the bindery. C.W.S. workers are now assorting a large accumulation of damaged volumes, repairing some for the bindery, mending hundreds of volumes, and discarding many others. This will result in returning a great many books to circulation and, to some extent, make up for lack of funds wherewith to purchase new copies.

Inventories of the books on deposit in elementary schools had not been taken for several years. Taking of these inventories has been started and will continue as rapidly as possible and the deposit files of all the elementary schools in the system are being checked and brought up to date.

Four C.W.S. typists are employed in the high school and junior college cataloging department. Their assistance has made it possible to shorten by many days the period between receipt of a book and the time it becomes available for school use. The typing of analytics for plays, short stories, and other material had been delayed for years by lack of typing assistance. With the new integrated courses of study this has become a matter of great importance. This is now being done by C.W.S. typists, who are also engaged in compiling inventories of high school and junior college libraries.

In the junior and senior high schools, C.W.S. workers have been engaged in every form of activity that the ordinary routine of a school library demands, such as the mending, filing and shelving of books, inventorying, cataloging, typing, mechanical processing, compiling of bibliographies, trimming, binding and mounting of pictures, binding pamphlets, making supplementary book lists, organizing unbound magazine material, amalgamating collections, and spreading out congested sections. One worker, an experienced electrician, was sent to a trade school and is working on the analytic catalog for the electrical department. In another school, a manual training teacher, in addition to assisting in the library routine, is building additional shelving and lettering new shelf labels. A great many of these functions were not being performed at all, others only with the voluntary aid of students after school hours or during vacation periods. It may be said that, in general, school librarians before the advent of the C.W.S. could only hope to keep up with the minimum requirements of the daily routine. For the first time in years they are finding it possible to clean up many delayed tasks and initiate new desirabe activities.

There is no doubt that the employment of C.W.S. workers in library activities has been of great benefit and will be increasingly so as they gain in experience. The uniform testimony is that the individual workers, while untrained, are eager, interested, and intelligent, and are most anxious to make the services they are rendering worth while.

[*Continued on Next Page.*

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Annual Meeting of Southern Section

A school without classrooms—merely a vast library, with books and burrowing their way through the heritage of the ages—this is the school that Lewis Browne suggests for the future. Mr. Browne, author of "This Believing World" and other popular books on the history of religion, was one of the principal speakers at the annual luncheon of the Southern Section of the California School Library Association, held at the Mayfair Hotel, in Los Angeles, December 21. Mr. Browne's idea is based on his nine years in a university in which he claims that he learned more during his six months in the university library than during the eight and a half years in class and lecture rooms. "I have an idea," said Mr. Browne, "that if you keep on pouring books on a child—the right kind of books—literally deluging him with them, he will get more out of these books than you can ever teach him."

Another distinguished guest at the luncheon was Hamlin Garland, dean of American authors, who spoke briefly of the proposed Southern California Museum of Chronological Art, which is being fostered by Lorado Taft, the well-known sculptor.

Marian Gwinn, librarian of the John C. Frémont High School in Los Angeles, was toastmistress at the luncheon and graciously introduced the speakers and other guests.

Before the luncheon, the president, Elizabeth Neal, librarian of the Compton High School, conducted a short business meeting. A report on the summer library courses at the University of Southern California was given by Marjorie Van Deusen of the Belmont High School Library in Los Angeles. Hope Potter of the South Pasadena High School described the A.L.A. conference in Chicago. Margaret Glassey of the Beverly Hills High School presented the report of the professional committee of the association. Dorothy Drake of the Venice High School led the panel discussion on the hour period in the library. At this time, an interested principal and five high-school librarians presented the difficulties and opportunities confronting the library in this type of teaching.

The Southern Section of the California School Library Association publishes a bulletin three times a year. The next number will feature lists of books published by high-school libraries. Copies may be ordered from Maude Klasgye, 286 Lowena Drive, Long Beach. Subscription, 50 cents a year.

Alice Park of Palo Alto has sent out an open letter in which she calls special attention to the conditions of child labor as follows:

"Has child labor been ended by the President's order or just what has been the result so far?" is a freqnent question and a fair one. The answer is—one-third of the working children were set free last year. This includes a certain number forbidden to engage in hazardous occupations. Two-thirds, or 240,000 children under sixteen years of age have no federal protection but are subject to the varying laws of forty-eight states.

"What has become of the federal amendment against child labor?" The answer is—the amendment has waked up since the President's order and more state legislatures have voted for it. It now has the indorsement of twenty states out of thiry-six necessary to enactment.

A new problem has arisen suddenly. Just when a large number of children have been set free from toil, some schools have closed because of money shortage and others have cut months from the school year.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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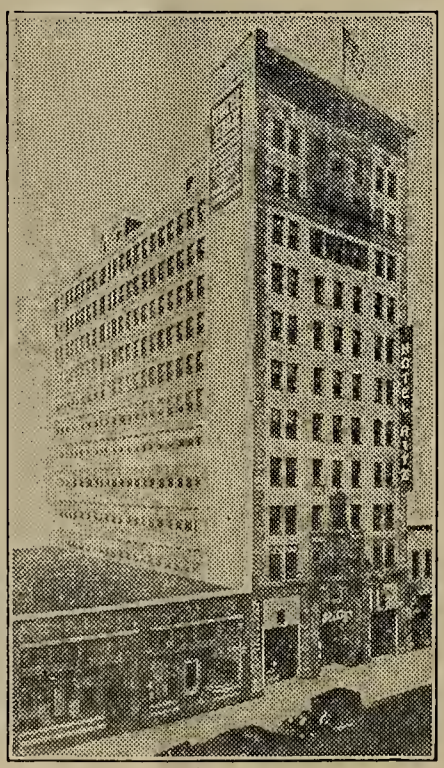

This advertisement is written by a man who just returned from his first trip to Mexico.

I went down and came back on the *West Coast Route* of Southern Pacific, spending two days at Mazatlan, three at Guadalajara, seven in Mexico City. And my most vivid impression of Mexico is the kindness and friendliness of its people. Not once did I suffer any inconvenience or discourtesy at their hands.

Other memories crowd in. The first American money I exchanged. For $40 I received 141.20 pesos—a tremendous roll! The crowds that came down to meet the train at every stop, on this West Coast where the arrival of a train is still a big event. The fresh pineapple I bought at Rosario. The mountains shaped like jigsaw puzzles. The beautiful women at Mazatlan. The thrill of my first experience at deep-sea fishing in that tropic harbor. And the man who climbed a tall palm to bring me down a green coconut.

Guadalajara's market place attracted me far more than the magnificent churches. There was a street almost filled with sombreros, another with pottery and baskets. Mexico City (they call it simply "Mexico" down there), a beautiful city in a valley 7,440 feet above the sea. The struggle I had learning to pronounce *Ixtaccihuatl.* The policemen who stopped all traffic while I photographed a Charro during the Sunday parade at Chapultapec Park. The little boy who poled us through the floating gardens at Xochimilco.

I wrote an account of my trip just as it occurred. Southern Pacific has had a number of copies made. If you'd enjoy reading what an average tourist saw and did in a three weeks' trip to Mexico, write one of the men below.

SIX TRAINS A WEEK

Service on Southern Pacific's *West Coast Route* via Tucson and Nogales, has been recently increased to six trains a week, every day except Sunday. All trains carry Standard Pullmans and serve good meals.

Pullman charges have been greatly reduced. And the rail roundtrip fares are very low. For example, $107.25 from San Francisco to Mexico City and back, $96.10 from Los Angeles. Lower fares will be in effect for summer trips.

For an account of this trip, "I've Been to Mexico," write F. S. McGINNIS, 65 Market Street, San Francisco, or H. P. MONAHAN, Pacific Electric Building, Los Angeles.

Southern Pacific

MARCH, 1934

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Good Theories.—We have had St. Simon's Theocracy, Plato's Republic, Fourier's Social Paradise, Sir Thomas More's Utopia, Mussolini's Fascism, Lenin's Soviet, Hitler's Nazi, Roosevelt's N.R.A., and monarchs, kings, and emperors, and yet there is a tremendous, unexplainable unrest among the people. All these theories of government may be in error, yet the false moon beneath the smooth surface of the water tells of a true moon somewhere.

A State of Living.—Herbert Hoover made a speech when accepting the nomination of the Republican party for President in 1928, at Palo Alto, saying: "Farming is not speculation; it is a state of living." Since that time, not only farming, but business, skilled and unskilled labor, and professional life have all become a state of living. Speculation is almost entirely limited to the few who have access to ready money. Speculation with them is not based on future values so much as it is the desire to secure valuable property at far below its present actual worth. Millions of business and professional men have been reduced to a so-called state of living. This has forced men and women to seek less expensive homes to maintain, to be in favor of old-age pensions, to put aside a little money for annuities, to wish for a home without a mortgage, and, like the rich man of Damascus, to pay to themselves a small percentage of what they earn. The day of heedless speculation is over for a while.

This is true of the schools. Extravagant equipment, the underload of teachers, the highly specialized and expensive expert, the training of more teachers than necessary to supply the requirements, even the publishing of too many books, should be restricted, and the people made to understand that happiness is to be found in a comfortable state of living—that a Ford will take you as far and as fast as a Rolls-Royce. And finally old-age pensions, insurance against unemployment, an income tax that will almost banish capitalism by taxing earnings, both personal and industrial. The road to wealth is not the road to happiness. Those who think heaven is paved with gold and that bungalows can be exchanged for mansions in the skies will find they are mistaken. The national, state, and city governments have established in practice that those in need of shelter, food, and clothing must be provided for—not by charitable associations, but under the New Deal, which is a new interpretation of social justice.

Wanted—Leaders.—Never in the history of this country were we more in need of intelligent leadership than in the year 1934. Do not take my statement for it. Read Mrs. George Simmon's article on "Where Do We Go From Here?" in the *Saturday Evening Post* of March 17. We need a leader as strong as Samson and maybe as blind. Perhaps a new Moses will develop, and Theodore Roosevelt's Battle of Armageddon may be fought here in the United States. Certainly, neither European nor Asiatic civilizations offer any wholesome enticements for our people submerged in a cry for social justice.

Prophets and poets have written and sung of the new day, but none of us are quite ready for the New Deal. The men who control the money buy government bonds and the money is paid out in general in nonprofit enterprises and food and shelter for the unemployed. Some day the bonds the government is issuing must be paid. Our educational leaders at Cleveland were unanimous in their appeal for emergency money for schools. They are brave enough to fight for the children, but there must be a fight for the parents as well. We are waiting for the new and strong voice of the leader, who, like The Master, will drive the money-changers from the Temple and will give a modern application of brotherhood and social justice.

Going Places.—Special trip to Mexico City by Southern Pacific should appeal to teachers. Jessie Gray, president of the N. E. A., with one clear call invites you to meet her in Washington, D. C., June 30 to July 6, 1934. Travel by Pacific Mail, via Panama, Havana, and New York, and back by way of Southern Pacific, or *vice versa*. A fine program has been arranged for you. Travel with objective is cultural information and adds greatly to your interest in life.

"Words, Words, Words," Said Hamlet.—The tremendous flow of words during the past few months and the absence of ideas has affected our optimistic dispositions. We are in danger of being caught by the tidal wave of words. The thousands of bureaus, departments, etc., sending out multigraphed or printed material is alarming. The propaganda is not necessary. The average material sent out is never read—not even by the janitor who dramatizes the wastebasket. Stop it. Save the money. Invest it in an increase of salary or shorter hours and give employment to an extra helper. We opened the *Educational Research Bulletin* of February 14, and the first article was headed "Orientation of Educational Research to Present-Day Science and Philosophy." We object to the use of the word "orientation." It does not belong to the English language. Its meaning is not evidenced by the word. Who would imagine for a minute that it was used to cover the act of correcting and making exact one's conception of an object. The student of English should coin a better word than "orientation." Mr. Brim uses many pages of words to hook up his orientation with science and philosophy. Architects used the word orientation to get a proper conception of angles on the temples they were building.

John Steven McGroarty, historian and poet laureate of California, writes to the author of "California Beginnings" as follows:

Dear Miss Hoffman: Please let me congratulate you on the excellence of your book "California Beginnings," a copy of which I have received from the Harr Wagner Publishing Company.

There was a real need for a book of this character to lend itself to the minds of the younger generation. I am glad that the job has been done by you, for it is work well done indeed.

I am placing the book among my literary treasures.

Faithfully yours,

John Steven McGroarty.

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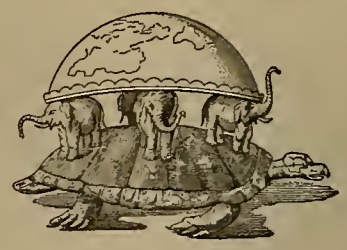

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XL, No. 3 San Francisco, March, 1934 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

As the ides of March approach, California is almost in midspring. The almonds are blossoming at Beaumont and Banning, with the San Jacinto Mountains covered with snow a few miles off. The wisteria is in bloom at Sierra Madre and the poinsetta is beginning to show its petals from San Diego to Santa Barbara. Poppies and lupines are out and the greenness of wild oats, the yellowness of the mustard, the warmness of sunshine, the first opening of orange blossoms, the greenness and blueness of the Pacific Coast ocean waters, the purrings of out-of-state cars, the honk of horns, the cries of children, gives hail that all's well with the world.

To the school administrator, trustee, and teacher the tale is somewhat different. Few school districts in California are without their troubles, mostly economic in nature. Tax associations still cry for reduction of school expenditures. With the falling off of payment of taxes in some cases and in the decreasement of the assessment rolls the further cut in teacher salaries is inevitable in many places. With the state rules and regulations in regard to safeguarding school buildings in force, many communities are at their wits' end as to what to do. Some districts are already overbonded now because of the cut in assessment rolls. Many districts even have no money to buy tents to house the children. The situation is such—either go on as is or close up school. Many trustees and superintendents are saying our schools are just as good as they ever were—we will keep on just as we are doing now. Other districts are passing bond issues and others are having them defeated, leaving the school problem just as muddled as before. Trustee associations are passing resolutions against teacher tenure. If carried out to the nth degree, with tenure gone for teachers, we will have a new deal of pure Jacksonian Democracy of to the victors belong the teaching jobs.

Some recent results of bond elections for money to make schools earthquake-proof in the metropolitan area of Los Angeles makes a forecast of the result of the bond issue of the Los Angeles Board of Education on March 20 very unpredictable. With some $11,000,000 on hand, Los Angeles is asking for somewhat over $20,000,000 more to make possible the complete rebuilding or reinforcement of nearly seven hundred school structures. Glendale recently voted upon a $1,253,000 bond issue. Twenty per cent of the people registered at the last election voted. The bond issue was defeated about 2½ to 1. Beverly Hills voted upon a $250,000 issue. Ten per cent of the people registered went to the polls. The issue won about 11 to 1.

The success of the Beverly Hills campaign for their $250,000 reconstruction bond issue was due to the coöperative effort of District Superintendent E. J. Hummel, board of trustees, and committees from various civic and fraternal organizations of the city. The moderate estimate for reconstruction cost was due to the fact that several of the school buildings had been built since the Santa Barbara earthquake and the architects had already made them almost equal to the degree of safety as required by the state building code. The strengthening and replacement of the older structures calling for the use of the major portion of the funds is expected to be completed by the opening of the fall semester.

A decision vitally affecting the position of every school superintendent in California is that one given by Judge Edward Henderson of Ventura in regard to Paul E. Stewart, superintendent of Santa Barbara, vs. the Board of Education of Santa Barbara. The board claimed that they had dismissed Mr. Stewart June 9 last. Mr. Stewart claimed that he could only be dismissed for cause, as he had a contract with three years yet to run. In writ of mandate proceedings in October, Mr. Stewart went into court to secure the payment of his salary from June 9 on—which had not been paid. The Board of Education in their defense denied that Mr. Stewart had a legal contract and tried to show cause that he was not fit to be superintendent of the Santa Barbara city schools. Judge Henderson in his ruling declared that Mr. Stewart did have a contract and that no cause had been shown that would nullify this contract. Consequently, he ordered the Board of Education to pay Mr. Stewart by March 12. Judge Henderson also ruled that Mr. Stewart was no longer superintendent of the Santa Barbara city schools, as it was the privilege of a Board of Education to dismiss a superintendent any time they saw fit, but they would have to fulfill contractual obligations if no cause was shown for dismissal, and none had been shown in this case.

As this is written the Santa Barbara Board of Education has instructed their attorney to ask for a new trial on March 12, and, if that is denied, to file notice of appeal.

If Judge Henderson's ruling in regard to dismissal of a superintendent at any time regardless of his contract, provided he is paid the sums due him under that contract, is upheld by a higher court, it will be a new point of law in regard to school superintendent's contracts. Up to the present time it was supposed a school superintendent could only be removed for cause till the end of his contract.

The Modesto city schools, under Superintendent J. H. Bradley during the past few months, have been very active in cooperating in C.W.A. activities. The junior college stadium has been painted and a concrete rim has been placed around the running track. An excavation for a new junior college building has been accomplished with C.W.A. funds and 3300 cubic yards of dirt excavated has been moved to the Washington School, where it has been used to raise the playground above flood waters. Two boiler-rooms have been fireproofed. The school district has available $55,000 to be used toward the erection of the new junior college unit. Superintendent Bradley estimates this unit will cost from $80,000 to $100,000, and the expectation is that a portion of this amount will come from a P.W.A. grant. The educational program also includes

the putting to work of unemployed Stanislaus County teachers. In addition, around one hundred women were eligible for C.W.A. work in Modesto. Under the direction of Mrs. C. J. Carlson, head of the Stanislaus County Welfare Board, many of these women were placed in unit training courses for home service under direction of the city school department. The Rotary Club bought $250 worth of cloth, which was worked up into garments by these women for distribution in welfare work. To bring the work of these women up to the highest efficiency, six persons were employed in this adult education work. Under Superintendent Bradley's direction, the Modesto Junior College is becoming more and more a regional institution of the surrounding thirty-mile area. Nine hundred students are now enrolled in the junior college, which with 200 in the kindergarten, 2750 in the elementary grades, and 1500 in the high school makes Modesto one of the largest school systems in the San Joaquin Valley.

W. M. SMITH, district superintendent of the Merced elementary schools, has spent this spring $3400 in a C.W.A. project. The money was used for cleaning up the school grounds, putting in sprinkling systems, landscaping, and increasing playground facilities. A new educational set-up was inaugurated by Superintendent Smith this February, when he established two classes of junior first-grade children. These children will attend school three semesters before they end the first grade. The purpose of this division is to acquaint the pupils with school procedures, thus preventing failures in the first grade on account of lack of adjustment to the school program. Another innovation has been the establishment of quarterly adjustment periods and the doing away of midyear promotion.

MISS MINETTE L. STODDARD, Merced County librarian, has had her staff increased by two girls from C.W.A. funds and has had a branch library building, constructed out of native rock, built at Snelling by C.W.A. labor.

DE WITT MONTGOMERY, Superintendent of Visalia city schools, has had his district make use of C.W.A. labor. The program has called for the making of an athletic bowl for the high school and junior college. Bleachers up to 20,000 capacity are to be constructed. The school district is merely supplying the materials used in this project.

E. E. NEHER, district superintendent of the San Marino elementary schools, has in the offing a plan for a $55,000 bond issue for the reconstruction of the city's school buildings, following recommendations of the Department of State Architecture. This bond issue has the backing of all representative groups in San Marino and is in the hands of a committee of thirty-five persons appointed by the various organizations of the community to handle the campaign for the bonds. It is hoped to have the reconstruction work completed by the opening of the next school term.

DOUGLAS P. LUCAS, district superintendent of the Hudson District schools at Puente, has seen to the taking down of earthquake hazards from the school buildings and is carrying on school as usual.

E. E. WESTERHOUSE, district superintendent of the Arcadia elementary schools, owing to the recent defeat of a $150,000 bond issue for school reconstruction purposes, is confronted with a very difficult school problem. The First Avenue School has been found not up to state regulations as to earthquake hazards. Consequently, this building has been closed and school has continued in some wooden structures upon the grounds and by the shifting of a number of pupils to another school. What the ultimate outcome will be in Arcadia is not known. The raising of a lesser sum for reconstruction purposes has been suggested. Superintendent Westerhouse can well be counted upon to suggest a solution to the problem. He has taught in the community for eleven years, during the last six years of which he was principal and vice principal. Mr. Westerhouse came to California from Kansas. His college work was done at the Friends' University in Kansas and he has been doing further extensive work at the University of Southern California.

WILLIAM J. GASTRICH, Superintendent of the Compton elementary schools, has charge of a school system that was harmed the most severely of any in the March 10 earthquake last year. Of eight schools, six have had to be razed completely. This work was accomplished with C.W.A. funds. Reconstruction plans have all been drawn for new buildings. A $292,000 request for funds from the R.F.C. has been granted and buildings of wood and stucco are to be erected, commencing this spring.

AN OUT-OF-THE-ORDINARY occasion for the raising of welfare funds for school children in Chino was the "Mexican Dinner" fostered by the teachers of the D Street (Mexican) School and Mrs. Howardine J. Hoffman, elementary supervisor of the Chino grammar schools. This dinner was prepared and served by the Mothers' Club of that school. One hundred and seventy-five persons were in attendance and enjoyed the Mexican dishes. The favors and table decorations were the work of pupils in the school.

DON T. DELMET, district superintendent of the Norwalk grammar schools, and his board of trustees were very pleased when the voters of the district passed an authorization for the expenditure of $40,000 for a new unit by a vote of 10 to 1. With $75,000 in the treasury, the Norwalk District had been prevented from spending money by the state law that limits expenditures to 5 per cent more than that of the past year. The money authorized will be used for the construction of a unit which will include seven classrooms, new offices for principal and vice principal, a special art room, sewing-room, cooking-room, bookroom and model dining-room. An auditorium is needed for the seven hundred pupils in the school. The board of trustees is considering calling another election to ask permission for this project, with the idea of getting a government grant in the construction of this part of the school plant.

THE CLEARWATER grammar school district, under District Superintendent Howard N. Tanner, is negotiating for the securing of $30,000 from the R.F.C. under the Green bill for the reconstruction of two buildings.

UNDER THE AUSPICES of the California Citizens' Education Association of Azusa, some seventy-five trustees of eastern Los Angeles County were entertained recently at a meeting in the Azusa intermediate grammar school, with Superintendent C. C. Carpenter in charge. Speakers included A. R. Clifton, Superintendent of Los Angeles County schools; Herbert J. Evans, Assemblyman from Azusa, and Boyd Comstock, secretary of the California Citizens' Education Association. Subjects discussed were: 1. Adequate financial support for the schools of the state. 2. Democratic idea of permissive consolidation of school districts. 3. Modification of the present Field (earthquake) bill. 4. Defense against adverse attacks on the schools not based on fact. 5. Federal support for schools.

FOR MANY YEARS the great event of the school year in Azusa elementary school has been the presentation of a May Day pageant. This year will be no exception. This year's theme is woven around the Los Angeles County course of study. This pageant is a whole year endeavor. C. C. Carpenter, Superintendent, is master of ceremonies. Every teacher has a part in writing the script of the pageant. Every one of the 1200 pupils in the school system take part in the day's program. Dances and marchings are trained for in the physical education periods. A combined orchestra of the whole system furnishes

music for the occasion under the direction of Miss Lois Helfer, who has made the orchestration for the various events.

With the theme the Los Angeles County course of study, the idea is to present to the patrons of the school the subjects and content of the kind of work the pupils carry out in each grade. The background for the pageant will be a large book. Out of this book will come the May Queen—the California Poppy—with her attendants, children of the kindergarten, in colorful costumes. Then will appear before the audience the various grades that will portray the following themes: First grade, Home; second grade, Community; third grade, Neighboring Countries; fourth grade, Other Lands; fifth grade, Colonists—Mexico, Central, and South America; sixth grade, Old World Background; seventh grade, United States—Westward Expansion as a Nation; eighth grade, United States in Her International Relations.

The Artesia grammar school, under District Superintendent Glenn A. Riddlebarger, is one of the fortunate schools that had sufficient reserve funds to reconstruct the school building up to earthquake standards. Eighteen thousand dollars was spent in the reinforcing program.

The establishment of a dental clinic at Anaheim, under the supervision of the city elementary schools and Superintendent M. A. Gauer, is one of the progressive steps of the past few months. Some years ago the welfare board in Anaheim collected some $1275 to be used for a welfare clinic. This money up to the past year had been unexpended and kept with the funds. The city agreed to turn this money over to the school department, if they would manage a dental clinic. This was agreed to. An office was fixed up, equipment was bought, and there is sufficient money still on hand to run the clinic for two years. The dentists of Anaheim chose two of their number to handle this work two mornings a week, working alternate three-month periods. The dental clinic will first handle cases of children unable to have the work paid for elsewhere. It is Mr. Gauer's plan that when funds run out the support of this clinic will be undertaken by organizations in Anaheim, so that it can be continued without cost to the school district.

On March 8 Mrs. Blanche T. Reynolds, Superintendent of the Ventura County schools, held the annual trustees' institute at Santa Paula. Subjects discussed related to the transportation of school children, matters in regard to school reconstruction in relation to earthquake hazards, teacher tenure, and a talk by Boyd Comstock, secretary of the California Citizens' Educational Association, upon preparedness for legislation.

In 1923 the State Legislature by an act changed the boundary line between Kern and Ventura counties. In the area affected a new road is to be built and a surveying crew has found out that the Apache school that for the past eleven years has been under the supervision of Mrs. Blanche H. Reynolds, Superintendent of the Ventura County schools, and the costs of which have been paid by Ventura County, is half a mile within the borders of Kern County. The school will continue for this school under the direction of Mrs. Reynolds.

March 2 the California Rural Supervisors' Association, Southern Section, met in Santa Ana under the direction of Mrs. Tene C. Cameron, president (director of rural education of Santa Barbara County), and Miss Beulah Paul, secretary (assistant county superintendent of schools of San Bernardino). Pertinent subjects relative to county school work were discussed. Subjects and main speakers were as follows: 1. "The Permanent Record Card as a Continuous Registration Card," by George Ormsby, supervisor of attendance and physical education, Santa Barbara County. 2. "The Meaning of an Integrated Curriculum," by Miss Corrine A. Seeds of the University Elementary School of U. C. L. A. 3. "The No-Failure Program," by Mrs. Gladys L. Potter of the State Department of Education. The meeting was very well attended and among those present were the following: Imperial County, Mrs. Grace Ferrell; San Diego County, Lucile Ross, Katherine Morrison, Margaret Van Voorhees; Riverside County, Isabel Gilbert, Vivian P. Evans, George E. Lunt, Paloma P. Prouty; San Bernardino County, Beulah Paul, Fred W. Clooney, Helen S. Thomas, Mrs. Margaret McDonagh, Edward M. Hausladen; Los Angeles County, Melvin Neel, Hugh M. Tiner, Grace Adams; Orange County, Ray Adkinson, B. F. Beswick, Dora Glines, A. F. Corey, Evadne Perry, S. Biglow; Santa Barbara County, Tene C. Cameron, Leila Ann Taggart, Ruth Philipps, George Ormsby; Ventura County, Clara H. Smith, Edla L. Schreiner, Mrs. Amy W. McKee, Edna Armstrong.

Fontana, of San Bernardino County, made famous in advertised literature as the place where hens lay the largest eggs, and that more frequently, where the winds sweep out of the Cajon Pass and on off-days sandblast the paint off your new car, where orange groves and vineyards abound, where windbreaks are now avenues of beautiful trees, is not amiss when it comes to educational facilities that are of the best. For the past three years this system has been under the direction of R. Gerald Mitchell as district superintendent. The Fontana system is a dual system. The Fontana elementary school district is under the direction of a local board of trustees, but for high-school facilities the elementary district is a part of the Ontario (Chaffey) union high school district. Instead of transporting all high-school pupils fifteen miles distant to Ontario, a branch high school of the ninth and tenth year is functioning in Fontana, with Mr. Mitchell as head, under the direction of the trustees of the Chaffey union high school district. The ultimate end of this arrangement is a hoped-for 6-4-4 plan of organization which is a step for the future.

The Fontana system is comprised of the intermediate school, the primary school, the South Fontana school, and the grammar school. The buildings are of Spanish architecture in type and are all modern, up-to-date structures. There are twenty-four elementary and five high school teachers employed. The elementary enrollment is 700, while that of the branch high school is 135. That R. Gerald Mitchell took to the profession of teaching is perhaps understandable when you know that his father is R. P. Mitchell, who for over twenty years was Superintendent of the Orange County schools, where he made an enviable record for education. R. Gerald Mitchell is a graduate of U. C. L. A. in the class of 1926. He took his M. A. in history at University of California at Berkeley in 1927. The next three years he taught history in the Chaffey union high school. From that position he went to the district superintendency of the Fontana schools, and continued his relationship to the Chaffey system as head of the branch high school in Fontana. The Fontana system under his direction is considered one of the most outstanding in San Bernardino County.

Mrs. Muriel Edwards, Superintendent of the Santa Barbara County schools, has been made chairman of the administrative committee for the Fifth District of the emergency adult education program. The Fifth District is composed of the counties of Monterey, San Luis Obispo, Santa Barbara, and Ventura. Twenty-four adult education classes alone are scheduled for Santa Barbara County.

One of the most intensive county testing programs in California is that which is being carried on in Santa Barbara County under the direction of Superintendent Mrs. Muriel Edwards. With Mrs. Tene C. Cameron, director of rural education of the county schools, in immediate charge, there has been made during the past two years a master card of each pupil's abilities and achievements that is kept as a permanent record in the county office as well as in the school which the pupil attends.

In the fall of 1933 these tests aimed at the following objectives: A. Instructional—1. To provide an inventory of the individual pupil's abilities in the light of which the teacher may work toward the fullest development of his powers. 2. To

show the quality of his achievement, locating need for special remedial work. 3. To measure the two-year progress of the individual and of the group. B. Administrative and Supervisory—1. To obtain intelligence and achievement records throughout the county. 2. To aid in classification. 3. To set up standards for attainment. 4. To locate strengths and weaknesses in the teaching of each school subject, thus facilitating the placing of needed emphasis in instruction. 5. To furnish objective evidence for the evaluation of teaching.

A. D. GRAVES, assistant superintendent of the San Bernardino city schools, is now in his eighth year in that system. During that time he has filled the positions of teacher, principal, director of special education, and for the past two years has been assistant superintendent in charge of secondary education. Mr. Graves is a graduate of Stanford University, where he specialized in psychology. He also holds an M. A. degree from the same institution in education.

THE ALHAMBRA city schools, under the direction of superintendent Ben H. Gibbon, have been carrying on the past year in spite of the difficulties arising from the solution of the problem of reconstruction of school buildings so as to bring the structures up to the standard as required by the state code. A bond issue that was contemplated had to be postponed and pupils in some schools were moved into tents for the rest of the year. At the present time recommendations are being made by engineers and architects for a definite plan of reconstruction to be acted upon by the Board of Education. The abandonment of the Ramona School and its wrecking by C.W.A. labor made necessary the housing of the pupils of this school in twenty-two tents. Of the ten elementary schools in Alhambra, this was the only one that had to be completely abandoned. It has already been determined that the high-school students from San Gabriel will continue to attend the Alhambra high for another year.

This year Mr. Gibbon has added two men to the list of principals of his elementary schools. Perez Bennett was appointed to the principalship of the Granada School and C. R. Prince was made principal of the Ramona School. Mr. Prince last year was principal of the Alhambra night high school and for many years previous to that was Superintendent of the Calipatria schools.

M. R. Stokesbary, director of research and special service of the Alhambra city schools, is again this year making a survey of educational problems in the system in relation to economic outlay so as to have the data available for the Board of Education.

Mrs. Mabel C. Bennett, coördinator of elementary curriculum of the Alhambra schools, has carried on this year a very fine program in the field of remedial reading. The advancement of many pupils, discovered low in reading ability, under individual instruction has been most remarkable.

Those who think must govern those who toil.—*Goldsmith.*

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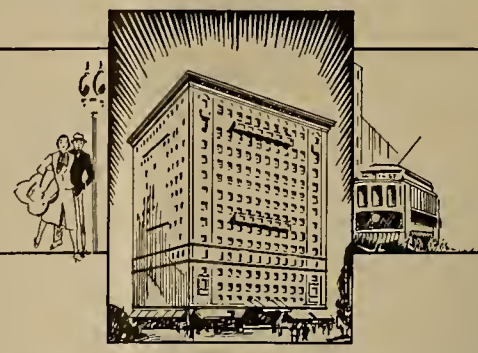

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SOME NEW AND ATTRACTIVE BOOKS FROM THE HARR WAGNER PUBLISHING COMPANY

The Harr Wagner Publishing Company has recently received from the press "Read, Make, and Play," a book for beginners in reading. It is beautifully illustrated in black and white by Winifred Harris–Jones, and the text has been carefully prepared by Louise Villinger, a first-grade teacher in the Oakland school department. Sixty-four pages, bound in green cloth, price 60 cents list. Discounts to teachers and boards of education.

Earth and Sky Trails, by Frederick H. Shackelford, Supervisor of Elementary Science, city schools, Pasadena. Price $1.00 list, 80 cents net. This is a book to charm children into an appreciation and understanding of the wonders and beauties of the land in which they live. This book is an additional title to the Western Nature Science Series, composed at present of five titles—"Indians' Garden," "Padres' Garden," "Pioneers' Pathway," "Trails Today," and "Earth and Sky Trails"—new material and new interests.

Yesterday, the Foundation of Today, by Aker, Nelson and Aker, published by Harr Wagner Company, favorably reviewed by Doctor William McAndrew in *School and Society*, as follows:

Harr Wagner's idea of a stream of history on which to float our young Americans takes the form of a beautifully printed and illustrated text, the work of three teachers devoted to the newer conceptions of social science. Teach achievements, they say, so as to awaken imitation, a powerful impulse of youth. Teach failures so as to result in resolutions of avoidance. We have here the triumphs and mistakes of the old nations, including India, China, and the advanced civilization of the Incas, Aztecs, and Mayas. There are chapters on beliefs, languages, records, sciences, arts, and governments. "Things to Do" follow each chapter. "Other Books You May Want to Read" are listed in large numbers. The authors have mastered an easy story-telling style in a vocabulary adapted to the ages of school children. "Things to Think About" are related problems requiring more than memory to solve.

The Basis for Recovery.—*The Thrift Almanac,* published at 1117 Lake Street, Oak Park, Chicago, has sent out an interesting issue stating that the economic panorama today invites speculation on three important questions:

1. What are the banks going to do?
2. What is business going to do?
3. What is the public going to do?

The fact that bank accounts are now insured will certainly restore confidence. The people will not now spend money foolishly because if they do not spend it—well, they may lose it anyhow. The country will not be overbanked, now that the government at Washington becomes the real head of our banking system instead of Wall Street. Our biggest business is the education of the boys and girls, and the basis of recovery must be integrated with the restoration of satisfactory budgets for the schools. Adequate budgets for teacher salaries, textbooks, supplies, and equipment must be provided. Every child is born into the world as ignorant as its remotest ancestor, and each generation must be educated or our present civilization will perish.

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HARR WAGNER, Editor

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WESTERN SCHOOL NEWS

CHARLES R. STONE, the noted specialist on primary reading, has been appointed to prepare a new curriculum for the primary department of the San Francisco schools. He will be assisted by a committee. Mr. Stone has written several successful books for the primary grades.

GEORGE C. BUSH, a member of the Los Angeles County Board of Education and City Superintendent of Schools of South Pasadena, has been elected a member of the executive committee of the N. E. A., department of superintendence. He is the first member to be elected from California, and it is a distinct honor. Mr. Bush belongs to the progressive type of school men and always has an open mind for new methods, new books, and new conditions.

PAUL STEWART of Santa Barbara has been given a court decision ordering the city Board of Education to pay his salary during the full length of his term, 1932–1936, with costs of suit. The judge declared that it is true that Stewart said the Board of Education was crooked, but it was not true that he referred to the board as g— d—— crooks. The judge stated very clearly that Superintendent Stewart was not guilty of insubordination and misconduct toward members of the Board of Education.

SEND TO Superintendent Tupper, acting superintendent of San Diego schools, for a copy of his administrative chart as printed in his bulletin of February 9, 1934. It is an excellent graphic presentation of a well-organized system.

ESTELLE CARPENTER, director of music, San Francisco schools, gave a series of symphony orchestra concerts by forty-eight pieces, conducted by Kafetan Attel. These C.W.A. concerts were given in various schools to appreciative audiences. The symphony orchestra was composed of professional musicians.

WALLING CORWIN, the author of "Animal and Plant Life" and the "Science of Discovery and Invention," has written another very excellent book for high schools entitled "Living Things," a textbook in biology for high-school students. It will appeal, first, on account of its abundance of Western material; second, more details and information than any other high-school biology; third, more teaching aids, such as questions, tests, etc., than any other biology. This book is published by the well-known publishers of science and medical books, P. Blakiston, Son & Co., 1012 Walnut Street, Philadelphia, Pa.

ARTHUR CHAMBERLAIN, the genial editor of *The Overland and Outwest,* author of a number of books, formerly executive secretary of the C. T. A., is temporarily connected with the Federal Relief Emergency plan for teachers.

STATE SUPERINTENDENT KERSEY recently received the check for $2,500,000 for the rahabilitation of Los Angeles and Orange County schools. Los Angeles has been allotted $1,145,000 from this fund, the Public Works Administration purchasing a like amount of bonds from the district. Long Beach also received $1,340,000 for reconstruction from the same fund.

Bellflower will be benefited, if the original allotments are unchanged, to the amount of $60,125; Clearwater elementary, $30,000; Compton Union High, $84,000; Compton elementary, $292,146; Excelsior Union High, $21,600; Hermosa Beach elementary, $117,000; Lynwood elementary, $163,150; Norwalk elementary, $140,000; Ranchito, $15,900; Rivera, $5000; West Whittier, $20,000, and Willowbrook, $35,700.

Orange County allotments are Buena Park elementary, $9000; Huntington Beach elementary, $200,000; Westminster elementary, $15,000; Costa Mesa Union elementary, $70,000; Newport Beach, $110,000; Garden Grove Union High, $15,000; Seal Beach elementary, $60,000; Santa Ana elementary, $115,000, and Santa Ana High School, $500,000.

THE JUDGE of Kern County recently gave a decision in favor of the Board of Education of Bakersfield. The judge decided that boards of education had the right to refuse the use of school buildings to individuals or groups who would not file copies of the speeches to be made with the board before the meeting. The Socialist Party and the American Civil Liberty Union had asked the court for a mandamus to compel the Board of Education to permit them to hold meetings in the auditorium contrary to the rules and regulations of the board.

A. C. BARKER, City Superintendent of Palo Alto, has been able to keep his district in good financial condition during the lean years. Teachers' salaries, supplies, textbook bills, etc., are always paid promptly.

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by

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One of the most remarkable books yet published for children of the third and fourth grades on the subject of early California history.

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JUDITH ANDERSON AT THE COLUMBIA

THE Columbia Theater management has arranged for the appearance of Judith Anderson in "The Shining Hour" at the Columbia Theater Monday, April 2. The New York *Nation* gives both the play and the actress high praise.

Miss Anderson has to her credit some of the finest performances seen in recent years, and in Keith Winter's new comedy drama, "The Shining Hour," she has just such a rôle as made her a popular figure in "Cobra" and "Strange Interlude."

"The Shining Hour" has received an unbroken line of praise from critics of New York's daily papers as well as from the reviewers writing for the outstanding magazines.

Mail orders are now being received for the Columbia engagement.

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I WRITE no poem, men's hearts to thrill;
I sing no songs to lift men's souls;
To battle front no soldiers lead.
In halls of state I boast no skill.
I just teach school.
But poet's thrill and singer's joy,
And soldier's fire and statesmen's power, all
All are mine. For in this little group
Where still
Are singers, soldiers, statesmen, all,
And mine the hand to lead them on,
Mine to inspire, and so content,
I still teach school.

—*Florence Hale, Editor Grade Teacher.*

A LEARNED man is a tank; a wise man is a spring.—*W. R. Alger.*

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THE NEWER CHILDREN'S BOOKS

Recommended by WILHELMINA HARPER

For Younger Children

Mischief in Mayfield, by Perry Bacon. Harcourt. Price, $1.75. The lively adventures of three lovable children and their dog. Grades 3–4.

Farm Folk, by C. A. Brendel. Whitman. Price, $1.25. Pleasant little story of a Belgian farm boy. Pictures in colors. Grades 3–4.

Ola and Blakken, by Ingri d'Aulaire. Doubleday. Price, $1.75. Very lovely picture book, portraying the amazing experiences of a brave little Norwegian boy and his horse. Grades 2–3.

Smoky, the Lively Locomotive, by Lois Donaldson. Whitman. Price, $1.00. Picture story of Smoky's lively day, for any small boy interested in engines. Grades 2–4.

Gaston and Josephine, by Georges Du Plaix. Oxford. Price, $2.00. Every child will chuckle over this jolly picture book, which relates the escapades of two little French pigs. Grades 2–3.

A Steam Shovel for Me! by Vera Edelstat. Stokes. Price, $1.50. Brief text and pictures describing the marvels of machinery. Will interest any small boy. Grades 2–3.

Ameliaranne and the Magic Ring, by Eleanor Farjeon. McKay. Price, $1.00. Quite as delightful as all the other tales of brave little Ameliaranne and her family. Grades 3–4.

Wag-Tail Bess, by Marjorie Flack. Doubleday. Price, $1.00. Another dog picture-story to delight youngest readers by the author of the popular Angus Books. Grades 1–2.

Chuck-A-Luck and His Reindeer, by Berta Hader. Houghton. Price, $1.00. All about a little Eskimo boy and his reindeer told in picture and brief story. Just right for younger children. Grades 2–3.

Chip: My Life and Times, by Louis Untermeyer. Harcourt. Price, $1.75. The life of this little chipmunk is just one thrilling experience after the other and is told most entertainingly. Grades 3–4.

The Little White Goat, by Dorothy P. Lathrop. Macmillan. Price, $1.75. Very charming pictures and story of the little goat and his friends who have a marvelous time in the woods. Grades 2–3.

The Storyland Tree, by Maud Lindsay. Lothrop. Price, $1.50. Stories and verse for younger children by the author of "Mother Stories" and other useful volumes. Grades 3–4.

The Fairy Alphabet, by Elizabeth MacKinstry. Viking. Price, $1.50. Important things all fairies should know told with the author's expressive pictures in black and white. Grades 2–4.

Get-A-Way and Hary Janos, by Maud Petersham. Doubleday. Price, $2.00. All about the wonderful travels of the toy horse and the wooden doll, told in humorous story and full-page pictures in color. Grades 3–4.

Whiffy McCann, by Berta Hader. Oxford. Price, 75 cents. Relates the adventures of Whiffy, a lovable little pet kitten. Grades 1–2.

Pepito the Colt, by Ruth Orton. Houghton. Price, $1.00. Diana Thorne has made excellent pictures for this story of the adventures of the gay little colt. Grades 3–4.

Zeke the Raccoon, by Rhea Wells. Viking. Price, $2.00. This tale of a pet coon and his antics is one of Rhea Wells' best. Many illustrations. Grades 3–4.

Nancy, by Ruth Alexander Nichols. Macmillan. Price, $1.75. A small girl's daily activity told with charming photographs and brief text. Grades 1–2.

Blue Barns, by Helen Sewell. Macmillan. Price, $1.75. This picture-story of the farm ducks who flew away has very distinctive full-page illustrations making the book unusually attractive. Grades 1–2.

All Around Alphabet, by Lena Towsley. Farrar. Price, $1.00. A little book of camera pictures. As pleasing as the author's earlier "Peggy and Peter." Grades 1–2.

Butterwick Farm, by Clifford Webb. Warne. Price, $2.00. Engaging picture-story of farm life and the many animals. Large print and colored illustrations. Grades 2–3.

The Little Gardeners, by Elizabeth Morgenstern. Whitman. Price, $1.00. Lovely picture-story from the German telling of John and Joanne who loved their garden. Grades 2–3.

Cat's Cradle for His Majesty, by Margaret Baker. Duffield. Price, $2.00. Tale of a lucky cat illustrated with clever silhouettes, making this quite an attractive volume. Grades 3–5.

The Hurdy-Gurdy Man, by Margery W. Bianco. Oxford. Price, 75 cents. How the hurdy-gurdy man and his tunes made all the cross people of the town gay and happy again. Delightful for both boys and girls. Grades 3–5.

The Book About Animals. Warne. Price, $2.00. Readers of all ages will enjoy this animal book with its more than 100 illustrations and interesting descriptive text. Grades 4–6.

For Older Boys and Girls

Ann's Surprising Summer, by Marjorie H. Allee. Doubleday. Price, $1.75. The story of Ann's wonderful summer on Lake Michigan shores. Grades 6–8, and high school.

Football Plays for Boys, by Ralph H. Barbour. Appleton. Price, $1.25. Everything the football player wants to know presented in clear and simple terms. Grades 7–8, and high school.

Boy Scout's Year Book of Ghost and Mystery Stories. Price, $2.00. Edited by Franklin Mathiews, this volume (Appleton) contains lively stories that have appeared in "Boys' Life" within recent years. Grades 7–8, and high school.

Skipper, the Guide Dog, by Arthur C. Bartlett. Wilde. Price, $1.75. How a trained dog leads her blind master safely through grave danger. Grades 6–8.

Warpath and Cattle Trail, by Hubert E. Collins. Morrow. Price, $1.50. Graphic picture of the Old West in the days of cowboys and Indians. Foreword by Dan Beard. Grades 7–8, and high school.

The New Champlin Cyclopedia for Young Folks. Holt. Price, $6.00. "Plants and Animals," Vol. 4. This excellent compilation is strictly up-to-date and includes a rewriting of Champlin's Natural History. Grades 6–8, and high school.

Careers Ahead, by Joseph Cottler and Harold Brecht. Little. Price, $2.50. This book of "vocational guidance for boys and girls covering 60 occupations" is of definite value and interest. Grades 7–8, and high school.

The Victors, by Edith J. Craine. Duffield. Price, $2.00. Well written and engrossing historical novel relating the adventures and struggles of the conquerors of Peru. High school.

How to See Beasts, by Eric Fitch Daglish. Morrow. Price, $1.50. A vast deal of valuable information about many kinds of animals with the author's rare woodcut illustrations. Grades 6–8.

Gay Soeurette, by Ada Claire Darby. Stokes. Price, $1.75. This gay young girl was the daughter of the commander of a frontier trading post. Her happy and adventurous life is delightfully pictured. Grades 6–7.

The Forest of Adventure, by Raymond L. Ditmars. Macmillan. Price, $2.50. The adventures of a scientific expedition to the West Indies and South America in quest of zoölogical specimens. Of special interest to the older boy. Grade 8, and high school.

Important People, by J. H. Dowd. Scribner. Price, $3.00. Quite perfect and distinctive drawings which present some of the best glimpses of child-life we have ever had, and with short, expressive chapters on their varied activities. For all who are interested in children as well as art.

Story of Aircraft, by Chelsea Fraser. Crowell. Price, $2.50. "A complete picture of flying from the early days" by the author of the popular "Heroes of the Air." Grades 7–8, and high school.

Jane Hope, by Elizabeth J. Gray. Viking. Price, $2.00. Jane Hope is the heroine of this delightful story of long ago plantation life. High school.

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library

C.W.S. AND C.W.A. PROJECTS IN CALIFORNIA LIBRARIES

[EDITOR'S NOTE: The C.W.S. and C.W.A. library projects appearing in this issue of the JOURNAL are, with a few exceptions, ones that were reported by librarians in January, 1934, but, for lack of space, were not printed in the February issue of the WESTERN JOURNAL OF EDUCATION. Much more work has been accomplished and new library projects have been put into operation since these reports were made.]

California County Free Libraries

THE LIBRARY PROJECTS in the county libraries were so numerous that only a digest can be given of the fine work accomplished. The Contra Costa County Free Library had three women—a trained librarian, a typist, and a mender—assigned to it by the C.W.S. on December 22 and two typewriters were supplied for their use.

The trained librarian was given work in the catalog department to assist in a long-planned change to simplify the cataloging procedure. The typist is making a union record of all the borrowers in the county. The borrowers' files have been brought in from the branch libraries and she is typing duplicate cards and arranging them into one alphabetical file. The mender has worked in the school library department mending and recasing old school books and processing new ones.

In Fresno County Free Library four young women were employed through the C.W.S. One was a graduate of the University of California School of Librarianship. Three were stenographers. The trained librarian has helped to take stock of the Fresno city branch; has assisted in the branch department of the main library revising application cards, filing records, and typing new cards for books; worked in the children's department during the busiest times, and managed the desk work with the minimum of confusion.

The three stenographers have helped with clerical work and book-mending. One of them had served previously as a page in the library. She spends her forenoons in the book-mending department, where she is learning to mend books. During the afternoon she types cards.

Another one of the stenographers is a high-school graduate with an additional year in a business college. She helps in the school and reference departments. By typing much routine work and attending to various details in the school department, she has relieved the regular staff for other work. For the files in the reference department she has typed the old hand-written cards of the University of California School of Agriculture, Agricultural Experiment Station, and the United States Department of Agriculture.

The third stenographer is working entirely in the Fresno city branch helping to get the shelves in order before the crowds surge in in large numbers. She has shelved almost continuously and has kept the shelves in order on the busiest days. This has kept the incoming books circulating when otherwise they would have remained in the bins several hours before being available for use.

These girls have been good workers and very accurate and their presence in the library has been mutually helpful.

The C.W.S. project in the Humboldt County Free Library is in the book-repairing department. Two women workers started mending and sandpapering the edges of the books and then washing the covers. As they are unskilled, they mend very slowly, but they clean the books nicely; consequently the county librarian decided to have the regular staff employees mend the books and the C.W.S. employees clean them. This plan has worked satisfactorily.

The Merced County Free Library has three projects. One is under C.W.S. and employs two girls. The other two are under C.W.A. and employ men. Much is being accomplished by the women with the project which is officially called "Rehabilitating files and cross-indexing files, Merced County Free Library." The interior of the county library headquarters is being painted. The fresh coat of paint has added much to the attractiveness of the spacious rooms.

A new building is being erected by C.W.A. workers for the branch library at Snelling, the old county seat of Merced County. The old courthouse is still standing and the branch building is being erected on a corner of the courthouse lot. It will be of brick, irregular and painted, in the old California type. The reading-room is to be 22x24, and will have in it a brick fireplace. The walls are to be of a rough finish with a soft cream color. The building will be large enough for this small community for some time.

The C.W.S. project of which the Napa County librarian has supervision calls for the employment of one expert bookbinder, two bindery girls, and the rebinding of 1000 books for the libraries of Napa County. The number of books will be allotted to each library according to the size of the library and it is hoped to bind books from the three municipal libraries and the county library. The supplies are being furnished by the libraries and the space for the work provided by the St. Helena High School. The work began February 8 and the first books bound have been on display at the county library. They are beautifully done. The project will greatly increase the number of books which the county library can have bound this year and also release some money for children's books so badly needed.

The San Mateo County Free Library has two girls provided by C.W.S. They are good workers and are employed in changing the records of the charging system. This involves the typing of new book cards, shellacking books, putting new class numbers on the backs, and generally mending and renovating all volumes at headquarters. This will be done also at the branches if these women continue to be employed.

A project has been presented to C.W.A. for renovating the county library headquarters. It includes plastering, securing more storage space, building additional shelving, and improving the lighting fixtures.

Miss Clara B. Dills, county librarian, made a trip over San Mateo County to ascertain what was being done by the C.W.S. workers in the municipal libraries. She found nine C.W.S. employees in the five public libraries of Burlingame, Daly City, Redwood City, San Mateo, and South San Francisco.

The San Luis Obispo County Free Library has three C.W.S. women employees doing clerical work and mending and cleaning books.

The Santa Clara County Free Library has three graduates from the library school of the San Jose State Teachers' College who expect to remain in the county library seven weeks carrying out the library project approved by the C.W.S. They are taking branch inventories, making catalogs for the larger branches, and doing some book repairing.

The C.W.S. library project of the Stanislaus County Free Library provides for help with mending and filing. Two girls were assigned to the work who had been pages in the library before they attended the Modesto Junior College.

Under the provisions of C.W.A. the Tulare County Free Library has a branch building under construction at Lindsay. It will be in the Spanish mission type of architecture, planned in an L shape. One wing will be devoted to the adults and the other to the juveniles, with the librarian's desk placed in a position to supervise both departments. The estimated cost is $10,000, of which $6200 will be received from C.W.A. and $4000 has been raised locally. Unfortunately, the fund will not provide for all necessary equipment, but the local P.–T.A. is already busy with plans to supply the items.

The C.W.S. provided seven women workers for the library project at headquarters for a total of 720 hours and also allowed $135 for materials. Application for these workers was made for the purpose of revising filing systems and records and repair to books now in use.

The C.W.S. library project approved for Tuolumne County Free Library provided for two women assistants to be employed 500 hours on book-mending.

Beginning with the juvenile collection, the county librarian sorted the books to be mended according to the different types of repair work required. The books involving the more difficult phases of repair were set aside until the latter part of the project. Instruction was given concerning each kind of mending to be done. As soon as each phase was mastered, groups of books were turned over to the C.W.S. workers, and when they were completed they were inspected by the librarian. Adult books were mended also, as they were needed for shipment. While the number of books mended was lower than anticipated, the quality of the work was considerably higher.

The Berkeley Public Library

BY SUSAN T. SMITH, *Librarian*

FIVE WOMEN began work in the Berkeley Public Library under the Civil Works Service. Three were professionally trained librarians, two clerical workers.

The following projects were planned and several have been completed:

A list of fiction was compiled having a California coloring, with annotations for each title, giving period, locality, and historical characters. A card index of those in the library was compiled for the circulation department. Those not in the library were listed for replacement or future purchase.

Federal and state documents were sorted and arranged by department and bureau for the use of the reference department. Old

numbers of library reports were sorted and filed for preservation.

Three editions of "Granger's Index to Poetry" were checked with the card catalog. The "Song Index" was checked with the catalog. The "Essay Index," parts 3–6, were checked for titles in the library. Indexed the "California Historical Society Quarterly," volume 1–volume 8 to date, "Sierra Club Bulletin," "California History Nugget."

Under the direction of the catalog department, the two clerical workers, have assisted in the following: Assisted in reading inventory, searching shelves for missing books, collating all new books before they are cataloged, cutting pages in books. Perforated and stamped books added to collection before purchase of perforating machine. Stamped, counted, and numbered 2000 pieces of chorus music. Numbered plates of special charge books, typed lists of books, relettered books. Cleaning books, and simple types of mending, stripping and sewing and keeping in condition magazines. Cut folders and covered about thirty pieces of sheet music, and approximately one hundred pieces of chorus music have been sewed and stripped. About one hundred prints have been mounted for the print collection.

Long Beach Public Library

By MRS. THEODORE R. BREWITT, *Librarian*

Forty women were put to work on December 21. As these had to be taken from those who have been receiving county aid for a period of at least thirty days, not any of the applicants with library training or experience whom we had hoped to get were among the forty. The group does include two people who have had library experience. Fifteen have had clerical training or experience. Three have had experience in bookbinderies. The rest were raw material so far as any phase of work in a library is concerned. The largest number of these have been put on reconditioning books, including cleaning, mending, shellacking, reinforcing. A few were found who could do lettering. Some have been taught shelf reading, thus freeing our inadequate force of boy pages for other needed work. Plenty of work has been found for typists in typing lists, copying cards, missing pages in books, etc. In the reference department some valuable work has been done in typing and verifying entries for various special indexes compiled in the department. As all our documents have recently been reclassified according to the government checklist, there was much changing of records which could be done by clerical workers.

Other work given to C.W.S. workers includes mounting pictures, cutting out pictures and clippings, and helping with inventory.

We were fearful at first that we might not be able to use so large a number (about 50 per cent of our permanent staff) to advantage, but we have had no difficulty in finding useful work for all of them and can continue to do so for some time. We have not thought it advisable to start any new work which we might not be able to carry on when C.W.S. funds are no longer available.

At present there is no emergency educational project in adult education operating in Long Beach. If one develops, we shall try to get some provision for the employment of trained librarians in coöperation with the public schools. As long as the county aid requirement is continued there seems to be no possibility of employing trained librarians except under the educational fund.

Pomona Public Library

By SARAH M. JACOBUS, *Librarian*

Our library project is as follows: The C.W.S. workers serve at the inspection desk; check children's catalog and other lists; renovate leather bindings and do other repair work; list and index ordinances passed by the city council since the last publication of a collected edition; revise our list of city taxpayers; mount pictures, revise filing of picture collection and repair pictures, and assist with memeographing and with certain clerical tasks.

Not only have the enterprises listed been carried on, but in the time released to the regular staff many more difficult jobs have been accomplished by our own people.

Redwood City Public Library

By WILHELMINA HARPER, *Librarian*

Due to constantly increasing activity in the library and no extra help with which to meet it, clerical work had accumulated which we are now able to clear up with the help of two C. W. S. workers who came to us the middle of December.

Hundreds of the old books, added before reorganization, had not been stamped. Hundreds of others did not have modern book pockets, date slips, and book cards. During past years many borrowers had moved away and their records had to be cleared. We have been able to begin a picture collection with the girls' help in assorting and cutting. Under supervision considerable mending has been handled by them. Finally, we have been able to take inventory which had necessarily been long delayed. Altogether, we think this help has been very opportune and of definite value.

Sacramento City Free Library

By GRACE R. TAYLOR, *Librarian*

Through the adult education division of the Federal Emergency Relief Administration, the Sacramento City Free Library opened a branch library in the East Sacramento district on December 11, 1933. A trained librarian, graduate of the University of California Library School, was put in charge of the branch and is being paid by the F.E.R.A.

The city school department loaned the library a bungalow on school property which was not in use and furnished the new branch with chairs, tables, and shelving as well as electricity for lighting purposes.

The books forming the foundation of this new branch were duplicate volumes withdrawn from the main library shelves and volumes which had been formerly used at a branch library now closed. New books were purchased from a small surplus in our duplicate pay collection, but these books were installed in the branch library as a free collection. No juvenile books were at first placed, but by the first of February a juvenile collection of about five hundred books will be added to the adult collection of approximately 900 books.

The janitor service is being taken care of by the C.W.A. and the fuel is being furnished by the City Corporation Yards, under whose direction C.W.A. workers are cutting down old trees throughout the city.

A citizens' committee from the East Branch

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neighborhood has been organized and is planning to work in coöperation with the main library to promote interest in and help maintain this new branch. The branch hours at present are 2 to 5 on Monday and Wednesdays and 9 to 12 and 1.30 to 5 on Saturdays. The librarian holds discussion groups on Tuesday and Thursday afternoons on children's literature and types of reading asked for by the library patrons, such as interior decoration, book reviewing, etc.

On January 3 our C.W.S. project with fourteen women was started. Four of these women are being used as book-menders, two having had previous experience in bindery work at the State Printing Office and the other two being untrained. They are mending and recasing books and mending both bound and unbound periodicals.

The other ten women—five typists and five clerks—are helping take a complete inventory of the library, doing typing for the catalog department, cutting and mounting pictures in the art room, and typing bibliographies and lists for the reference and children's departments.

San Diego Public Library

BY CORNELIA D. PLAISTER, *Librarian*

C.W.A. HELPERS went to work in the San Diego Public Library on December 1 on four projects approved by the local and state boards. There was a great deal of confusion at first as to whether the library projects came under C.W.A., F.E.R.A., or C.W.S. At no time was work on the projects stopped, and finally they were definitely placed under C.W.S.

The largest project called for twenty-five workers part time to reopen the main library and branches on Wednesday afternoon and evening. The other three were, for book-mending and repair, 4 workers; mounting maps and other clerical work, 10 workers; recataloging and typing, 4 workers. The last three projects called for necessary supplies.

Specific jobs in process of completion are: Departmental inventories; complete conduct of book drive; retyping and cleaning soiled catalog cards; strengthening sheet music for circulation; compilation of play index, children's department; revision of file of local clubs and organizations; compilation of simple bibliographies; compilation of exchange list of government documents; making of scrap books; mounting of pictures and maps; typing missing pages of books; mending, recasing and relabeling books; typing manuscripts.

The library project for reinforcing branch libraries against earthquake shock has not yet received approval from the local board of C.W.A.

Under the local art project, two artists are working for the public library. A sculptress is to make a series of tile and bas-relief of the Just-So stories which can be used in the main library and branches. An etcher is working on a series of famous ships which have entered San Diego Bay.

San Francisco Public Library

BY ROBERT REA, *Librarian*

UP TO the present time (January 13) we have twenty-one persons working in the library under the C.W.S. Some are unemployed librarians and others are clerks and typists. We have trained a number in book repairing for the main library and branches; others are assisting in taking inventory, which we have not been able to take for the last two years on account of the lack of funds; and others are assisting in the catalog department by typing lists, cleaning and shifting the main public catalog. We expect to begin other projects in the near future, as we understand that we are to get more people.

Santa Barbara Public Library

BY MRS. FRANCES B. LINN, *Librarian*

WE PUT TWO cleaning women and three typists and indexers to work December 15 and also added one trained library assistant. All of these women are paid from C.W.S. funds. We have had thirty hours of carpentry work on shelving. Beginning the third week in January, we shall have 420 hours of painting and refinishing of library furniture and woodwork.

The indexing of our California material, which is the chief project, will be very worthwhile for all time to come. One of our helpers is really an historical research woman and we are glad to have the benefit of her training.

LIBRARY SERVICE TO SCHOOLS

LIBRARY SERVICE to schools has been a debated question for many years in California and even now in some communities there is not a clearly defined policy for serving the schools. Or it may be that in some communities where there is a library system established, adequately provided with funds, there is not complete satisfaction with the service. In this hour of budget cuts and pressing economies it is wise to analyze with complete objectivity the different types of work being done by the public libraries, and one of the

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first to consider is that of library service to elementary schools. To study this question, last fall the California Library Association appointed a committee on public and school library coöperation, with Miss Helen E. Vogleson, librarian of the Los Angeles County Public Library, as chairman. Miss Vogleson in turn appointed another committee to supplement the work of the first one, with Mrs. Theodora Brewitt, librarian of the Long Beach Public Library, as chairman.

As a result of working together on these two committees, Miss Vogleson and Mrs. Brewitt decided to call a meeting of educators and librarians to discuss various methods of procedure and to iron out some of the difficulties that have arisen between the two groups. Ninety guests were invited to dinner at the Women's Athletic Club in Los Angeles. The response was excellent, for fifty-six people accepted, a third of them educators; and there were representatives from seven of the southern counties, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, and Ventura.

Miss Vogleson opened the meeting with an informal rollcall and then Mrs. Brewitt spoke briefly on the purpose of the meeting, emphasizing the fact that the essential problem before the group, due to budget limitations, was the relationship between the public library and the public school. Mrs. Brewitt then introduced Mrs. Irene T. Heineman, assistant state superintendent of public instruction, who led the discussion that followed.

The first question, "Can library service administered by schools and library service administered by public libraries be more carefully planed to prevent overlapping?" was answered in terms of practical methods of service which had been successfully worked out in different communities. The need for coöperative planning in book purchasing for schools and libraries was also emphasized.

In the discussion of the second question, "What are the chief problems in giving and obtaining effective library service, and how can teachers and librarians reach a better understanding of each other's problems in this respect?" it was recognized that a knowledge of the needs of the schools on the part of librarians and an understanding of the resources and limitations of public libraries on the part of the schools are of first importance.

The third question, "The effect of reduced budgets on book service to children in the elementary schools, and what economies can be effected without harm to the service?" brought to light the need of more books in both schools and libraries, and the difficulties the teacher encounters in attempting to carry on the new method of teaching without sufficient books. While economy may be necessary, it was agreed that it cannot be effected without harm to the service.

The fourth question, "On the new teaching methods," further emphasized the need for more books on every subject taught and greater understanding between teacher and librarian.

Discussion of the fifth question, "On advantages and disadvantages of using books in the classroom rather than in the school library," brought forth an equal number of arguments for and against the two systems, although the school library seems necessary to supplement classroom collections.

The last question, "How can librarians and teachers work together to promote adequate provision of library facilities?" was a summary of the points already discussed, and the decision reached was that teachers and librarians are working with the same purpose and that is worthy of the wholehearted support of service to the schools must be made.

There was keen interest in the discussions, everyone contributing and everyone showing an earnest desire to work harmoniously. But we must go further than the discussion of our problems and the manifestation of a willing spirit to obtain concrete results. There must be in every community an adequate number of trained school and children's librarians to do effective work, standard requirements for book collections in schools and libraries, carefully worked out plans for library service between schools and public libraries, with authorized state supervision and adequate financial support. A large program, it is true, but one that has already been successfully established in other progressive states. And if library service to schools in California is to be effective, there must be a definite program that is capable of expansion and that is worthy of the wholehearted support of every educator and librarian in the state.—*Gladys English, Los Angeles Public Library.*

Armistead B. Carter, new member of State Board of Education from San Diego, Cal.

Armistead Byrd Carter of San Diego, Governor Rolph's latest appointee to the State Board of Education, is a native son of the city from which he was appointed and a graduate of its public schools. Successful in business there, he has also been vitally interested in civic affairs, and his activities in behalf of educational standards led to the suggestion of his name for the state board.

Mr. Carter comes naturally by his devotion to public affairs. His father, Cassius Carter, was a Virginia gentleman of the old school, one of San Diego's pioneers, and a moving spirit in the civic enterprises of his day. Among the momentoes bequeathed by father to son, there is the program of a debate, held in San Diego's old Opera House, in which Cassius Carter met Harr Wagner, present publisher of the Journal, in a discussion of the Cleveland campaign of 1888.

The new member of the board, though still a young man, has made a substantial place for himself as a business executive in the investment field. As chief of the San Diego offices of the Municipal Bond Company, he is in close touch with business circles in Los Angeles and San Francisco. In addition to his work for the San Diego public schools and his active part in municipal politics, he has found time to serve as a director of the Francis W. Parker School of San Diego, one of the outstanding schools of the West.

"The problem of our schools today, as I see it," Mr. Carter says, "is to remedy the damage done by budget-cutting of the hysterical type when the depression was at its depths. We have reduced the service of the schools to the children, impaired their learning experience in many cases—and thereby we have reduced profit from the school system out of all proportion to the reduction in costs. Drastic budget-cutting has shut many districts off from the purchase of supplemental textbooks and instruction materials, and in 43 per cent of the districts these purchases have been cut to a minimum.

"We must hold costs down, certainly, but we must also begin courageously to rebuild the service to our children. California is far better off than many of the other states in this respect, but there is repair work to be done here. I hope the state board can act vigorously and harmoniously to maintain California's educational system in the high place it should hold among school systems of the United States. I pledge complete loyalty to that purpose."

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BOOK REVIEWS

AN INTRODUCTION TO CONRAD, by Frank W. Cushwa Odlin, Professor of English, Phillips, Eexter Academy. Doubleday, Doran & Co. Price, $1.25.

This book, recently published, gives many phases of Conrad's art as a writer. The special emphasis is on his skill as a narrator. The author gives an excellent analysis of Conrad's career and character. This volume will have a strong appeal to the students of this popular writer.

THE LAND OF THE MAPLE LEAF (Canada), by James Franklin Chamberlain. Overland–Outwest Publication. Los Angeles and San Francisco. Price, $1.00.

It is a pleasure to review a book by the author of so many volumes of a geographical content that have contributed so much to pupils and teachers in the schools. Mr. Chamberlain's "How We Are Fed," "How We Are Clothed," "How We Are Sheltered," and "How We Travel" have been outstanding in their popularity over a series of years. There is a great neighborly interest in Canada, and this book is adapted to the schools. There are over two hundred pages, divided into twenty-seven chapters, devoted to a careful study of the geographical, industrial, and social conditions of the various sections. There are several national poems and numerous excellent reproductions of photographs of important features on which visualization is desirable. There is a charming publisher's note by the author's brother, Arthur H. Chamberlain, publisher and editor of the *Overland Monthly and Outwest.* For sale by Harr Wagner Publishing Company, San Francisco.

DIRECTED STUDY ON THE ORIGINS OF CONTEMPORARY CIVILIZATION, a Foundation Course in Social Science, by Alice N. Gibbons. Ginn & Co., publishers, Boston and San Francisco. Price, 80 cents; Test Book, 44 cents; Teacher's Manual, 28 cents.

Alice Gibbons has planned the "Directed Study Guide" on the unit problem organization. It remakes the traditional course of ancient and medieval history. It is perhaps the most radical departure from the formal text book that has ever been offered to the schools. You must have the book in order to appreciate its plan, its organization, and its cultural value. "The Teacher's Manual" is a book of 75 pages, and "The Test Book" is a paper-bound book of more than 100 pages, size 8x11.

PECHEUR D'ISLANDE, by Pierre Loti, edited by Coleman Dudley Frank. Doubleday, Doran & Co. Price, 80 cents.

This is an excellent edition of Loti's fascinating story. It is the latest volume to be added to the Doubleday–Doran collection of French readings. Mr. Frank's biography of Loti is worth the price of the book. It is full of "feeling" and detailed description as to appearance, personality, and conduct.

KEEPING A SOUND MIND, by John J. B. Morgan. Macmillan Company, New York and San Francisco. 440 pages, size 5¼x8. Price, $2.00.

The author writes on "Mental Health," "Mental Conflicts," "The Mastery of Fear," "What to Fight For," "Correct Thinking," "Crime," "Getting Along With People," etc. These fascinating subjects are treated in a clear, definite, and informational way. This is a book that should be read and studied by students and teachers interested in cultural betterment.

NEW JUNIOR GRAMMAR, by Maude Burbank Harding. Noble & Noble, publishers, 76 Fifth Avenue, New York. Price, 85 cents.

This book welds technical grammar into a firm foundation of English. It has a definite place in the elementary grades. It is to English what addition, subtraction, multiplication, and division are to arithmetic. When you study this book, you will know your nouns, pronouns, adjectives, verbs, adverbs, prepositions, etc. This book is well planned. Send for copy.

BABY ANIMALS ON THE FARM, by Kate Agnew and Margaret Coble. Illustrated by Bernice Oehler. World Book Company, Yonkers, N. Y. Cloth, 154 pages. Price, 68 cents.

This is a supplementary reader providing real life experiences. The lessons are about the farm, including stories of kittens, puppies, chickens, ducks, cows, lambs, horses, and pigs. The illustrations follow the style of recent books for children with garish colors. The time has come to give children the natural colors of cows, dogs, boys, and girls, etc. At least, the color should be in artistic black and white or a close imitation of natural color of the objects presented. The content of this book, however, provides the needed foundation for an activity unit built around farm life.

EVERYDAY ECONOMICS, a Study of Practice and Principles, by Cornelius C. Jansen, Ph.D., and Orlando W. Stephenson. Silver, Burdett & Co., publishers. 508 pages, size 5½x8. Price, $1.68. Handsomely bound in blue cloth.

The authors, in writing this book, have attempted to emphasize the title "Everyday Economics." The economics of the home, the street, the highways, business organizations, speculations, labor, wages, agriculture, banks, etc., are treated in a thought-provoking way. The illustrations, questions, and bibliography are all excellent and show the careful editorial work.

PRECIOUS BOOKS—WHY AND WHERE THEY ARE TREASURED, written and illustrated by Jessie Gillespie. Published by the A. T. Walraven Book Cover Co., Dallas, Texas.

This is a very attractive booklet and is edited in a most excellent manner. There are a number of interesting chapters, including one on "How Libraries Preserve Knowledge," "The Most Famous Book in the World," "Treasures at Our Own Doorsteps," "Alice in Wonderland," "An Appreciation of Books," and an excellent bibliography. School administrators may secure complimentary copies of this booklet by writing to A. T. Walraven Book Cover Co., Dallas, Texas.

EUROPE SINCE NAPOLEON, by F. C. Palm of the University of California and Frederick E. Graham of San Jose State Teachers' College. Ginn & Co., Boston, Mass., and San Francisco, Cal. Size 6x8½. 885 pages. Price, $3.50.

The authors in a short preface claim that they have attempted to provide a history in which factual detail is subordinated to interpretation. The theme of the book is the rise of the middle classes to dominance in Europe. No other book of this period places such strong emphasis on the expansion of the bourgeois ideal. The book is divided into eight parts, including "The Rise of the Middle Classes," "The Triumph of the Middle Classes," "The Rise of Industrial Powers," "Aftermath: The Bourgeois Conservatism and the New Revolution." There are twenty-four important maps.

The book, like all Ginn books, is well made, with excellent binding, paper, and presswork, and clear and easily read type.

MENTAL HYGIENE IN THE COMMUNITY, by Clara Bassett, consultant in psychiatrical social work. Macmillan Company, publishers. 394 pages, 6x9. Price, $3.50.

The author has kept very close to her theme and has discussed in this book many phases of mental hygiene. In the introduction she places special emphasis on the importance of the careful study and treatment of the various kinds of mental diseases. She then devotes special chapters to "Mental Hygiene and Medicine," "Mental Hygiene and Nursing," "Mental Hygiene and Social Service Agencies," "Mental Hygiene and Delinquency and Law," "Mental Hygiene and the Pre-School Child," "Mental Hygiene, Education, and Teacher Training," "Mental Hygiene, Psychiatric Institutions, and Agencies," etc. This book has a valuable place and should interest physicians, educators, ministers, lawyers, social workers, and club women.

HISTORIC SPOTS IN CALIFORNIA VALLEY AND SIERRA COUNTIES, by H. E. and E. G. Rensch and Mildred Brooke Hoover, with introduction by Robert Class Cleland. Stanford University Press, 597 pages, size 6x8½. Price, $3.75.

This volume is one of a set of three which taken together makes the most comprehensive guidebook to historic spots in California. The book on "Historic Spots in Southern Counties" was published in 1932. The third book, "Counties of the Coast Range," is in preparation. The authors have contributed an excellent narrative piece of work. It is, however, a formal printed page. There is no feeling in the lines, no romance, no high spots. It is all written with the proper consideration and placement of nouns, pronouns, adjectives, and verbs. The real historic spots of California are alive with vibrant personalities and romantic episodes, and lights and shades of marvelous natural scenery. Joaquin Miller's poetic description of Mount Shasta—"Lone as God and white as a winter's moon"—is paraphrased into "Lonely as God and white as a winter moon, Mount Shasta starts up sudden and solitary from the heart of the great black forests of Northern California." Credit is given to David Rhys Jones for assistance in reference to Siskiyou County, and in reading of Siskiyou you will understand that Mr. Jones feels a deeper interest in history than the formal prose printed page can convey.

The Stanford University Press of Stanford University deserves credit for the excellent printing and binding of this volume. It is a book that will be necessary as a reference text in our public and private libraries.

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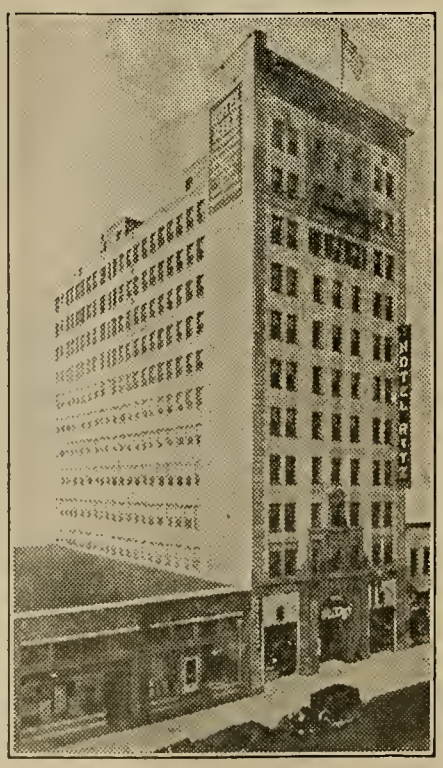

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You can find almost any kind of cl you wish in Mexico. Mexico Cit the highest average of sunshine i world, but the sunshine is tem by the altitude (7,440 feet abo sea). Its climate is delightful all round, and so is that of Guada (5,000 feet high). Residents of cities prefer the summer season b the daily rain of one or two brings out a gorgeous array of fl There is no rain in winter.

WHAT ABOUT HOTE

In many of the smaller places, accommodations are primitive. you'll have no difficulty in Ma Guadalajara, Mexico City, and m the other large cities.

WHAT WILL IT COST

First, consider the rate of excl $100 in American money swells to than 350 Mexican pesos, and a looks just as big in Mexico as a does here. The rail roundtrip fare San Francisco to Mexico City is $107.25, from Los Angeles $96.1 day return limit). Even lower will be in effect this summer. Pu charges have been greatly reduc

You can live very comfortab Mexico for $5 a day, including meals, sightseeing, etc.

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An average tourist made his first trip to Mexico this winter and wrote an account of it. We had it printed just as he wrote it—honestly and frankly. If you would like a copy, write F. S. McGINNIS, 65 Market Street, San Francisco or H. P. MONAHAN, Pacific Electric Bldg., Los Angeles.

Southern Pacific

APRIL, 1934

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Graphic Code.—The adoption of the National Graphic Code by the book-manufacturing industry will undoubtedly standardize the cost of book-making. It will also make it illegal for the various book-making plants in the Eastern states to manufacture at the prices that prevailed before the adoption and signing of the codes. It will necessitate an increase in the retail price of school textbooks. It will compel shorter hours and increased pay in many plants. San Francisco, under the leadership of the Printers' Board of Trade, has always maintained high wages and standard prices of the finished product. We are hopeful that the Graphic Code will standardize the price of manufacturing school textbooks, and that content and not price will be the legitimate promotion sales talk.

Instruction in the Social Studies.—The Office of Education, Department of the Interior, Washington, D. C., has issued a valuable Monograph No. 17 on the teaching of social studies in the public high schools of the nation. The monograph calls attention to the bankruptcy of current concepts in economics, politics and social relationships, and special emphasis is placed upon the necessity of a change in the character and quality of lists of books to be used by the teacher and pupil. There is a tendency on the part of those engaged in preparing lists to use old lists, selecting titles and authors without even checking up on the table of contents. As a result, curriculums, courses of study, and reference lists are practically useless. The challenge is out. We must give our teachers and pupils books adapted to the needs of the day. Neptune may blow his wreathed horn and dispel the outworn books just as the poet made him blow against the outworn creeds. The new objective in social studies must be uppermost in the minds of our educational leaders—elementary, high school, and college.

American Individualism, our Marvelous Achievement, and Our Menace.—J. Stitt Wilson, ex-Mayor of Berkeley, recently delivered an address before the members of the Sequoia Club. Wilson is an orator, a philosopher, and an open-minded student of current political events. He hit the high spots on the ever-changing set-up of individualism to a government for the people and by the people. He grew eloquent and dramatic as he described the movement of the waves of population across the United States, and the supreme triumph of the individual in building his home and a great nation. We now have our menace in our social readjustments. We must provide employment for the millions that have been replaced by the machine age. In a time of the superabundance of food, shelter, and clothing, we are depressed and our accumulations of property are without value. Read "Education in the Recovery Program," being "Reprint No. 1 from School Life," official organ of the Office of Education, and you will be amazed at alphabetical lists of the new federal agencies. Twenty-six thumbnail sketches of government organizations created to carry on the Recovery program will amaze and then convince that you are living in a new social era.

World Peace.—Francis Lederer, the actor. is the founder of the World Peace Federation, Inc., 6715 Hollywood Boulevard, Hollywood, Cal. He is a young man with the enthusiasm and uncommon sense of a genius. His plan for world peace is to get a sufficient membership so that a public sentiment may be created in each country against war, and to have each country agree to hold an election to vote for or against a declaration of war. Mr. Lederer is a man of charming personality and is determined to create public sentiment against war. The spirit expressed by James Russell Lowell in the following lines is his spirit:

When a deed is done for freedom, through the broad earth's aching
breast
Runs a thrill of joy prophetic, trembling on from east to west.
For mankind are one in spirit, and an instinct bears along
'Round the earth's electric circle the swift flash of right or wrong;
Whether conscious or unconscious, yet humanity's vast frame,
Through its ocean-sundered fibers, the gush of joy or shame;
In the gain or loss of one race all the rest have equal claim.

More Money for Schools.—The various committees have initiated movements for millions upon millions of dollars for public buildings, for public development work, and every possible phase of socialized activity with the exception of the public schools. The N. E. A. at Cleveland, Ohio; the High School Principals' Convention at Fresno, Cal., and wherever school administrators meet together, school finances are the topic of conversation. In the meantime the taxpayers' associations and similar groups are antagonistic to increased budgets for salaries, equipment, library budgets, etc. In California, millions of dollars will have to be used for the repair and rebuilding of school buildings. The teacher is the school, and the tools with which she works are a large part of her efficiency. The school building is not the important factor in education. We earnestly hope that the era of a new development, based on essentials of book knowledge, on essentials of character, and the essentials of physical efficiency, has arrived.

Old Age Pensions.—The teachers of California have a pension law which entitles them to five hundred dollars per year on retirement after thirty years' service. They are required to pay into the pension fund twelve dollars per year. The various cities have pension laws for policemen, for firemen, for civil service employees, etc. Wisconsin has recently voted a liberal pension law for all citizens over sixty years of age. Secretary Perkins of Roosevelt's Cabinet is a strong advocate of a federal pension law. More power to all these movements. If we had provided in our prosperous years for an old-age pension, a federal law, including enforced contribution as required by life insurance annuities, except without promotion and other expenses, and unemployment insurance by the government, we would not now be flat-tired with this continuous depression. We are for more liberal and efficient pensions laws—not as a gift from the state, but as an earned increment under social justice laws.

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XL, No. 4 San Francisco, April, 1934 Price 15 Cents

"TRAIL BLAZERS IN EDUCATION"*

By MRS. MARY M. FITZGERALD

John Swett, trail blazer in education, was descended from New England Puritans who came from Devonshire, England, in 1642. When only seventeen he began his remarkable fifty-year teaching career at Pembroke, near his birthplace in New Hampshire. While waiting for a chance to go to California by way of Cape Horn, he attended a normal institute for six months. The principal, William Russell, a graduate of Glasgow University, was one of the group of educators that coöperated with Horace Mann during his great school administration in Massachusetts. From him John Swett received his first and only professional training and the inspiration to make teaching his life work. At last, September 15, 1852, he sailed from Boston Harbor on a nonstop four-months' voyage and reached his destination January 31, 1853

After a week's sightseeing and job-hunting in San Francisco, he started for the Feather River diggings, where he prospected until, discouraged chasing rainbows, he tramped back to San Francisco, doing an occasional day's work on roadside ranches. The strenuous outdoor life made him robust and the hardships endured gave him self-reliance. Financially, five months were wasted. Without delay he took a job on a ranch in Hayes Valley. Little did he think that sixty years after he would lay the cornerstone of a fine school built where he was working and named in his honor—the John Swett Grammar School. When the month ended he collected his $25 wages and tramped south along the King's Highway until he found work on the Beard ranch, near San Jose.

He made several attempts to secure a teaching position. He had been granted a San Francisco certificate on his credentials, but was not employed until November, and then by chance. The older pupils at Rincon Grammar School, First and Folsom streets, had staged an insurrection, the principal left in disgust, and somebody had to take hold right away. Before Thanksgiving Day the school was functioning effectively. A newspaper reporter sought the magic secret of the schoolmaster's success. John Swett was the man of the hour. When the school year ended the striking class presented him with a magnificent gold watch and chain as a token of their esteem.

While principal of Rincon Grammar School he built up such enthusiastic support for it that a new building was erected; volunteered his services and was the leading spirit in establishing a public evening school; taught a Saturday morning training class for teachers; served as superintendent of the Unitarian Sunday School; wrote and preached the duty of a people toward public education; read omnivorously in the Mercantile Library; built up his health by out-of-door gymnastics and hygienic diet. Here was a man who wasted no time.

Mexico ceded California to the United States in 1848. The discovery of gold attracted thousands of emigrants from the states and foreign countries. Our native-born and immigrant empire builders comprehended the importance of education. At the constitutional convention held in Monterey in September, 1849, they laid the foundations of the California public school system by setting aside for educational purposes only the five hundred thousand acres of land given the new state by the federal government.

John Swett believed children to be the hope of the nation; teachers the architects of the commonwealth; schools the productive agents for the happiness, the culture, and the prosperity of the country. The bulldog tenacity, the spirit of righteousness, the master mind which envisioned ideals and directed his course of action, his wonderful voice and winning personality were the prime factors in establishing his dynamic leadership.

From 1851 to 1863 the San Francisco School Department was a disgrace to the community. The children were shamefully housed and lacked the necessary school supplies; the teachers were kept in nerveracking suspense because of yearly examinations for certification and annual reëlections manipulated by politicians. Our champion fearlessly fought these iniquitous practices, contending that there must be a continuity of successful service to get results in the growing business of education.

In 1862 he was unexpectedly nominated and elected on the Union ticket to the office of State Superintendent of Public Instruction by an overwhelming majority. He served the state for five years and ably secured much progressive school legislation. He rewrote the school code and thereby secured a national reputation; obtained an allocated state school tax and a minimum rate for county school taxes; developed a system of teachers' institutes; organized a professional teachers' association; edited a school journal; toured the state far and wide in the cause of common schools and, in general, aroused the Legislature and the state to an educational consciousness previously unknown.

Returning to San Francisco, he became successively principal of the Denman Grammar School, the first deputy superintendent of the San Francisco Schools, principal again of the Denman Grammar School, and in 1876 principal of the Girls' High School, from which he resigned in 1889 because of the interference of the political boss in the affairs of the school. Two years later popular vote returned him to the administrative force of the city and he triumphantly concluded his half century of service with a four-year term as City and County Superintendent of the San Francisco Public Schools.

Upon his recommendation while principal, two one-year post-graduate courses were added to the program of the Girls' High School—the classical, to prepare girls to enter the State University, and the normal, to train primary and grammar

*"Trail Blazers in Education" Series. Station KYA, 8 P. M., March 10, 1934. Announcer, Mr. Mayes: "For the next fifteen minutes you will hear the fourth of the series entitled 'Trail Blazers in Education,' based upon the names of the San Francisco Public Schools. Educators throughout the United States regard the late John Swett as one who blazed a trail of education that has shone with much splendor down through the years. Today schools bow to the basic standards which he set for the schools of California. Fortunate indeed it is that we have in the studio tonight a pupil, disciple, and coworker of John Swett—Mrs. Mary M. Fitz-Gerald, formerly deputy superintendent of the San Francisco Public Schools and for sixteen and one-half years principal of the John Swett Grammar School. No living person is more eminently qualified to tell of the life of this great American educator than is our speaker tonight. It is with pleasure, therefore, that we present Mrs. Mary M. Fitz-Gerald, who will discuss John Swett."

grade teachers. During the thirteen years of his administration 864 students were graduated from the normal course. Many of them carried John Swett's educational philosophy into our California schools and homes. On a conservative estimate, a half million San Francisco children were taught by them.

The children and their teachers were ever the main concern of this indefatigable public servant. So interlocked are their mutual relations and interests that the progress of education is impossible unless the rights of both are conserved. As State Superintendent he attained his chief objective—"Free public schools supported by state taxation." His other objective concerned teachers' rights, comprising certification, appointment, and tenure. For them he battled royally. As State Superintendent he secured the passage of a law for the organization of state and county boards of examination authorized to issue certificates valid for varying periods, the life diploma being the most significant.

From 1851 until 1869 it had been the custom of the San Francisco Board of Education to go into secret session at the end of each year, declare all positions vacant, and proceed to elect teachers for one year only. Often excellent teachers were dropped to make places for friends of the board or for teachers backed by powerful influence. In 1869 Mr. Swett protested to the president of the board against these star-chamber proceedings, stated the facts, and secured his pledge to support the proposition of retaining teachers in continuous employment during efficient service. The press vigorously coöperated, and after a contest of six months the board adopted this measure, which was the first step toward the teachers' tenure of office law secured later by action of the State Legislature. Connected with his interest in tenure were his efforts to have made suitable provision for retiring teachers when they reached an advanced age. Mainly through his leadership was secured in 1895 the passage of an act to create and administer a public school teachers' retirement and annuity fund in the several cities and counties of the state.

Upon the completion of his term of office as City and County Superintendent of San Francisco Public Schools, John Swett retired to Alhambra, his beautiful ranch in Contra Costa County. He continued his interest in educational affairs until his death August 22, 1913. His last public appearance in San Francisco was in June, 1913, when he delivered the diplomas of graduation and received a great ovation from pupils, teachers, and patrons of the John Swett Grammar School.

Charter Day, 1913, the University of California accorded him its highest gift—the honorary doctor of laws degree. In the presence of a multitude overflowing the Greek Theater, its president, Doctor Benjamin Ide Wheeler, acclaimed the eighty-three years old John Swett "Creator and codifier of our school law; more than any other man who lives or has lived responsible for what is best in our California public schools; teacher and friend of teachers; educational statesman."

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE PACE of major school reconstruction continues slowly to function in Southern California. After more than a year's study of what should be done in rebuilding and reconstructing the Los Angeles City schools, the Los Angeles City Board of Education presented a plan which culminated in a vote on a bond issue on March 20 for $20,400,000. This amount with $11,700,000 on hand, making a total of some $31,000,000, was considered sufficient to rehabilitate the entire system and bring all school buildings up to the standard of safety as demanded by the State School Structural Code. The bond issue, while receiving a majority, was defeated. This necessitated a new solution to the Los Angeles City problem. The Los Angeles City Board of Education has determined to spend the $11,706,336 rated as available and to make it go as far as possible in relieving the situation. On April 9 expenditure of the money was authorized, and Colonel E. A. Evans, formerly with F. E. Trask, State Engineer and administrative officer of the Public Works Administration, was appointed to the position of emergency coördinator. Colonel Evans is to act between the board and the City Department of Public Works, the California State Department of Public Works, Architectural Division; the Federal Public Works Administration, and the State Emergency Relief Administration in the school reconstruction program.

The $11,706,336 was made up from the following sources: $2,888,020 cash on hand; $5,663,000 in bonds yet unsold, but which the government has promised to buy, and a federal grant of $2,568,000 also yet to be received. The sum of $587,316 necessary to carry out the program is to be taken from next year's tax budget in the building fund.

Colonel Evans' first work was to leave for Washington with a complete program for all school projects, and he will endeavor to see that the funds which have been allocated Los Angeles will be forthcoming.

This building program is to cover a period of two years, and it is hoped it will be under way by July 1. One hundred and twenty-three building projects were approved when the board decided to spend the money available.

THE LONG BEACH rebuilding situation is likewise in abeyance. A bond issue campaign for more than $4,000,000 was successful. The United States government has allocated funds for the purchase of these bonds. But, so far, moneys have not been paid over, and no rebuilding is being considered by the Long Beach Board of Education until the funds in full are in hand. The reason is that the entire allotment of the government would be jeopardized if the board started partial rehabilitation.

THE CITIZENS of Santa Monica last fall defeated a bond issue for school reconstruction purposes. Up to a week before Easter, school was kept in most of the buildings. At that time the Santa Monica Board of Education closed all the schools and determined to abandon all masonry buildings and to house the pupils attending them in tents. After Easter, the pupils returned to work in tent classrooms, with the elementary grades on a half-day schedule. The high schools, junior and senior, and junior college continue on a full-day schedule. The junior college has been affected least of all by this program because it has been housed from its start in wooden structures. Superintendent Percy Davis, the Board of Education, and some 150 civic organizations are now working upon a solution of the Santa Monica school housing problem.

BURBANK recently voted upon a $212,000 bond issue. The proposition was that the school district should sell the Edison School to the city for a community center for $212,000 and use $200,000 of the money for the reinforcement of the city's school buildings. The bond issue was defeated. The Burbank Board of Education is considering putting all of the city's school children into tents.

A NEW SET-UP of the administrative organization of the Los Angeles City school system is in the offing. A report for such a reorganization has been submitted to the City Board of Education after a nine months' survey, and final approval is to be considered in the not distant future. The survey was under the direct charge of Doctor Osman R. Hull and Doctor Willard S. Ford, both of the University of Southern California, and Harry Howell, acting director of efficiency of the Los Angeles City schools. The Review Council, which has approved the report, consisted of Deans W. W. Kemp, University of California; Lester B. Rogers, University of Southern California; Gray-

son N. Kefauer, Stanford University; Marvin L. Darsie, University of California at Los Angeles, and Arthur W. Eckman and Doctor Edward W. Hauck of the Board of Education.

In the present set-up, the Board of Education is the head with three distinct and separate departments under it, including the superintendent in charge of instruction, the business department, and the auditing department. The new set-up makes the superintendent of schools the head of the entire system, with direct charge over all functions and departments. In fuller detail, we quote from an article from the Los Angeles *Times:*

"All management departments, including that of the business manager, the auditor and the secretarial staff, which heretofore have existed on a par with that of the superintendent, become subordinate under the proposed scheme. The superintendent is made the chief executive officer or general manager of the entire system and ex-officio secretary to the board.

"The position of associate superintendent is established to coördinate the activities of the business manager, the controller, formerly the auditor; the deputy superintendent in charge of instruction and curriculum, the deputy superintendent in charge of auxiliary service agencies, the director of the secretarial division, the bureau of administrative research, budget, efficiency and educational housing.

"The recommendations provide for a division of personnel as a civil service commission for both certified and noncertified employees.

"Another major change suggested is the reassignment of the assistant superintendents to seven areas into which the school system is divided. In each of these districts the assistant superintendent would have charge of all the elementary schools, junior and senior high schools, adult education and special classes in his district.

"Each proposed district contains from thirty-seven to sixty-one schools, from 495 to 1883 teachers, and from 13,000 to 44,000 pupils. The smallest is approximately equal to that of the entire city of Berkeley, which has 533 teachers, and the largest recommended district has more teachers than Oakland. It is pointed out that the Los Angeles school system has more pupils than the combined cities of San Francisco, Oakland, San Diego, Long Beach, Pasadena, Sacramento, Fresno, Berkeley, and Glendale. The accumulative registration for the year is reported by Chief Clerk Tritt as close to 360,000."

The board has already approved the establishment of the civil service commission for both certified and noncertified employees as recommended above, and it is now in process of organization.

The Fullerton grammar schools, under the direction of District Superintendent R. E. Green, have been developing some very fine units of work. A case in point is that of a unit of work on book-making in a seventh grade social studies class under the direction of Miss Valborg Linde. The project covered a period of five weeks. During this time the pupils of the class divided into six sections of six each and attempted to discover the manner in which records were kept from the earliest times to the present. The members of the class made replicas of the various methods of recording events on skin, bone, wood, stone, clay, and ended with making an early printing press. The outline developed covered these various phases: 1. Primitive Man—(a) Cave, (b) Indians. 2. Early Civilizations—(a) Chinese, (b) Egyptians, (c) Mesopotamians, (d) Phœnicians, (e) Greeks and Romans. 3. How Early Books Were Preserved. 4. Europeans' Use of Block Books, 600 A. D. 5. Invention of Printing Press, 1451.

Charles D. Jones, district superintendent of the Hermosa Beach schools, and his Board of Trustees have practically completed the plans for reconstruction of the community's schools. By means provided for in the Green bill, $117,000 has been allocated by the government for reconstruction work. The remainder of the money needed is to come from a PWA grant. The estimates for the various schools are as follows: South School—from RFC $3000, grant $1032, total $4032; North School—$4000, grant $1380, total $5380; Pier Avenue School —RFC $110,000, grant $38,700, total $148,700. The total cost of rehabilitation of the school plants in Hermosa Beach is $158,112, and when completed it will give adequate school housing to the city for several years to come.

There are not many school systems in which the individuality of the person in charge so flavors the type of work, the attitude of pupils, and the esteem of the community so that it is very noticeable to the outside visitor. George C. Sherwood, district superintendent of the Orange grammar schools, is a schoolman and an artist. As a schoolman, he has always been in the foreground as an advocate of a modern approach to educational problems. As an artist, he has seen that the beauty of nature, if its appreciation could be captured by the grammar school child, would go a long way in making a complete individual.

Every year Mr. Sherwood has one dominant theme as a background for the activities of every classroom in his system. This year it was the attempt to bring about an appreciation of the great out-of-doors and its preservation. Every class from the first grade through the eighth has had units of work dealing with either trees, flowers, animals, or mountains, etc. Exhibits have been in course of accumulation, which will culminate Education Week with an exhibit at each of the city's six schools. In working on these units, there has been a close correlation in art work. Each teacher has developed the art around the nature study activity. Colored crayons have been the medium of expression. Some classes have made drawings of various kinds of trees, others of flowers. One class has large-scale drawings of fifteen different kinds of insects. Another has a collection of 150 different spiders, and yet another is emphasizing sea life.

As an aid to a closer appreciation of outdoor life, trips by classes have been permitted. Under the personal direction of Mr. Sherwood, thirty-six trips have been made this year. Parents coöperate in this work, and they have helped by aiding in the transportation problem. In addition, Mr. Sherwood takes classes out on sketching expeditions, so that the interest in

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painting and drawing, work in chalk, water color, ink and oil is extraordinary. If group education for leisure time is to be one of our main educational functions hereafter, Mr. Sherwood already has made a great start in that direction.

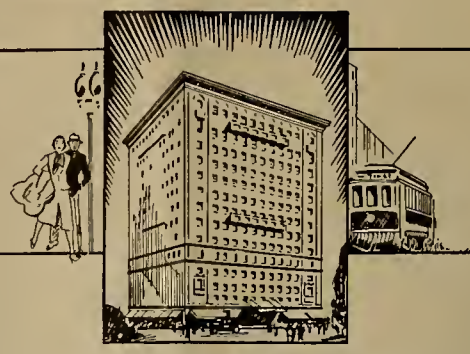
THE CURRICULUM DIVISION of the Los Angeles County schools, under the direction of Mrs. Lorraine M. Sherer, has recently, in coöperation with the L. A. County recreation department, made available information in mimeograph form of materials dealing with "Child's Leisure Time and Prevention of Child Delinquency." The first aid is a "Source List of Folk Songs of All Nations." This list contains folk songs from forty-three different areas in the world. The second aid is a "Source List of Songs Set to Music by Famous Composers." About eighty composers contribute to this list. The third aid is composed of mimeographed drawings of all phases of shelter, furnishings, clothing, and transportation of Japan, China, Russia, and Egypt, which can be used for stagecraft work and in schools with social studies classes. Another list ready is that of poems set to music that can be used in bringing about the correlation of music and literature.

Other work in process in the curiculum department at the present time is a revision of the Los Angeles primary course of study, with 225 Los Angeles County teachers engaged in the work. Also, an adaptation of the Los Angeles courses of study for Mexican schools is being made.

AT THE LAST MEETING of the Department of Superintendence in Cleveland, J. Warren Ayer, superintendent of the Monrovia schools, was called upon as the editor of a model school bulletin to present the facts behind the editing of "The Foothill School Bulletin," issued by Monrovia–Arcadia–Duarte High School, which is under his direction. The bulletin is issued five times during the school year. Its main purpose is twofold. First, there is an attempt to give to the patrons of the school a viewpoint on current local educational problems, and, secondly, there is an interpretation of the outside bigger movements in education and an expression of how they may ultimately affect the local situation. The printing of the bulletin is a class project of the printing department, under the guidance of Louis E. Goodwin. The copy is handset and printed on a flat press. Number of copies printed run from 1500 to 2500. Copies of the bulletin are sent to the parents of every pupil enrolled in the high school, to Board of Education members in the district, to P.–T. A. officers, to service clubs, and to other patrons of the school.

FOR MANY YEARS we have been hearing about how pupils in school should proceed in learning at a pace according to their abilities, and then we have continued to group children of chronological age of diverse abilities by grade and have proceeded to regiment their progress with resultant failure and retardation. Frank M. Wright, district superintendent of the El Monte schools, in January of this year, has proceeded to do something different from the ordinary adjustment room procedure about this problem. He has formed a primary division in the El Monte Columbia School of those children formerly of grades one to three. These children are grouped into ten divisions. The children are placed in a group in which they can make the best progress. The idea is to place children in groups in such a manner that changes from one to another may be made without the idea of demotion or skipping being so apparent. When a child is discovered failing in any group, he is placed in a room where he can make a success. If a child is capable of doing more than is offered in the room he is in, he is changed to a room where he can be kept busy and have an opportunity to acquire more. In this program, the giving of failures is done away with. The plan is to fit the group classification to the child, and not the child to the classification. Report cards are issued as before, and the progress of the pupil is indicated as has been done previously.

Reading is made the basis around which all the group work revolves. Emphasis on reading and phonics, or word-sounding, is stressed more than before; especially in the beginning groups.



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Chronological age is given serious consideration in passing children from the primary division into the fourth grade. Every child will be kept at least two and one-half years in the primary division. Those of advanced years are not to be detained in the primary division, but will be placed in a fourth grade, where the curriculum is adjusted so that they can make a success in that grade.

Transfers will always state the grade the child should go into when entering another school. Parents at any time are allowed to know the approximate grade placement of any group.

The El Monte Grammar School District in a recent election voted 10 to 1 to spend $6000 in excess of the budgetary allowance of 5 per cent increase. At the same time they voted to keep the tax rate at the maximum in order to acquire money for a new building. Some $3500 of CWA money was spent on the El Monte grammar schools for improvements. One of the most important was that of making a bus-loading platform of two-bus capacity. This platform is so arranged that pupils are kept from getting in the roadway behind the busses.

At Huntington Beach, C. B. Baldwin, District Superintendent, and the Board of Trustees are considering a bond issue for $150,000, to be used to construct a two-story building that will handle the pupils of two school plants that had to be razed after the March earthquake. Around 800 children are now enrolled in the Huntington Beach Grammar School.

Kersey Comments on Sales Tax.—Based upon the average return for the first five months of its operation, it is estimated that the state sales tax will produce approximately $49,000,000 revenue into the state general fund during the fiscal year 1933–34. Apportionments from the state general fund for the support of elementary and high school education, made in accordance with the legislation enacted in 1933, will amount to $21,413,351.23 for elementary schools and $17,101,825.52 for high schools, or a total of $38,515,176.75 during the year 1933–34. These apportionments, as it was pointed out before, are made from the state general fund in lieu of general county tax apportionments which were required to be levied by the constitution in previous years. It will be readily seen from the foregoing statements that the revenue accruing to the state general fund as a result of the levy of the state sales tax in 1933 will exceed by approximately $10,484,000 the amount required to be apportioned to the several counties for the support of elementary and high school education during the year 1933–34.

A MUSICAL EVENT

Sascha Wolas, the eminent Russian virtuoso of the violin, has arranged through his manager to give a recital in the Gold Room of the Fairmont Hotel on May 22, 8:30 p. m. Admission 50 cents to $1.50. Special student tickets, 25 cents.

Sascha Wolas is an extraordinary violinist. He was a pupil of the famous teacher, Auer. His first appearance in concert was made in Russia. He was a soloist with the Leipsic Symphony and at present is concert master of the Chamber Symphony, San Francisco. Music lovers should not fail to attend this concert.

The Western Journal of Education

HARR WAGNER, Editor

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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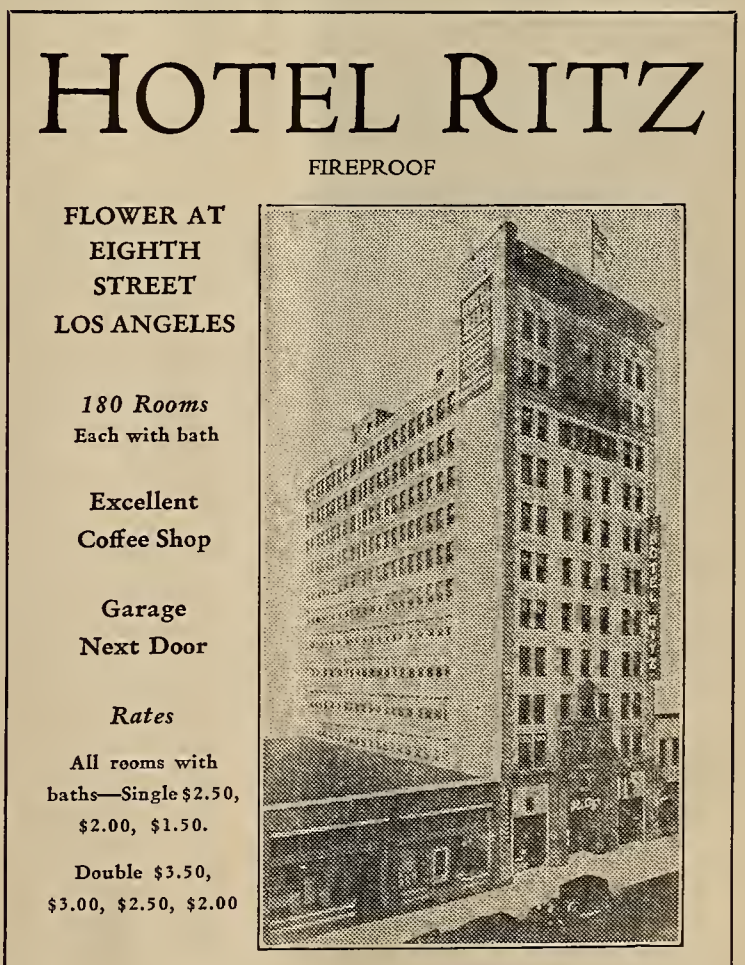
Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.



A REVIEW FROM HONOLULU

By Ella T. Westly,
Sixth Grade Teacher, Aliiolani School, Honolulu, T. H.

YESTERDAY, THE FOUNDATION OF TODAY. Aker, Nelson, and Aker. Harr Wagner Publshing Company, San Francisco, 1933. Price, $1.60.

The aim of the authors is "to induct boys and girls into a knowledge and appreciation of the life of ancient peoples as reflected in their permanent and enduring gifts to the modern world." In doing this, the space allotted to the military achievements has been reduced and that given to the development of art, science, government, and social institutions raised.

The general survey of history from the Egyptians to the early explorers of America takes only one hundred fifty pages. The survey is brief but comprehensive, and gives the necessary background for our work in the fifth and sixth grades today.

The remainder of the 450 pages of the book is devoted to tracing the development, in a most interesting way, of the beliefs of mankind, languages and records, numbers, measuring of time, irrigation, foods, health and sanitation, things chemists have done for us, transportation and communication, government, schools, money, architecture, sculpture and painting, music and drama.

Following each chapter are suggestions of things to do and a list of a few good reference books for pupils and teachers. The type is good. Hard words are pronounced. The illustrations are clear and well selected. The material is presented in such a way as to readily grasp the interest of fifth or sixth grade pupils.

A well selected general bibliography of merit is given at the end. The index is well planned and is in good-sized type. A list of illustrations is also given. This is the type of book that will be of real use to us in our work today.

AN IMPORTANT MEETING

THE CALIFORNIA COUNCIL of the C. T. A. held an important meeting at the Palace Hotel, San Francisco, Saturday, April 14. There was a representative attendance of teachers, administrators, school trustees, and Parent–Teacher Associations. Willard Givens, president of the California Teachers' Association, presided. He made a very adroit and tolerant speech on the necessity of the various groups uniting.

In regard to tenure, dismissal may be made for cause by a unanimous vote of the board or by a majority vote of the Board of Education and recommendation of the Superintendent of Schools. The teacher is to have the right of appeal to a district board of appeal, and finally to the courts. The indorsement was carried by a vote of 115 to 3.

A resolution was passed providing for a fund of 1 per cent of one month's salary to provide funds to protect the interest of teachers and children against any inimical legislation. A resolution was approved providing for a constitutional amendment creating a State Board of Education, elected by the people, with power to appoint the Superintendent of Public Instruction a member of the board, to serve for ten years.

The meeting was in harmony with the splendid work that Roy Cloud, executive secretary, and other members of the official staff have been promoting.

The solid front of nearly forty thousand teachers interested in the welfare of the children will mean much in the protection of our public schools in this day of social readjustment.

NEW EDISON SCHOOL PRINCIPAL

DOCTOR EUGENE HILTON of the Oakland school department was appointed this spring term to the principalship of the Edison Elementary School. Doctor Hilton has been six years in the Oakland school department, four years as head of the social studies department at Roosevelt High School and one and one-half years social studies head at McClymonds High School. Doctor Hilton is a native of Utah, with an A.B. from Brigham Young University, Provo, Utah, and an M.X. from the University of Utah, Salt Lake City. He received his Ph.D. from the University of California. Before coming to California he had taught in Utah, Idaho, and also in Arizona, where he was president of the Gila Junior College, Thatcher, Ariz.

Doctor Hilton has had special interest in studying and evaluating educational periodicals. He worked for some time as director for the North Central Association of Colleges and Secondary Schools in the development of an evaluated periodical list. The accrediting of these periodicals was a tremendous undertaking—there are some 1780 of them published on twenty-six different basic subjects of college and university use. A summary of this work will appear in the North Central Association *Quarterly*. The study itself will appear serially in the *Library Quarterly* of the North Central Association.

Doctor Hilton's thesis at the University of California, "The Junior College Book List," is published by the University of California Press. It is considered a careful and outstanding contribution.

A REMARKABLE EDUCATIONAL CAREER

DOCTOR ELLWOOD P. CUBBERLEY, the author, educator, and citizen, and his wife have made a gift of $400,000 to Stanford University. They have made no reservations except to request that $4000 from the income be given to himself and wife for living expenses during life. Doctor and Mrs. Cubberley's gift is unusual. There are very few authors and educators who have the ability to secure and hold money and finally to dispose of it in such a praiseworthy way. Cubberley began his career as a student in Indiana State University, then as president of a small Indiana college, then as City Superintendent of San Diego schools and Coronado Summer School, and then as head of the department of education at Stanford University.

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EDUCATORS are coming to realize that knowledge of the entire commercial and industrial structure is helpful to consumers as well as to business workers; that qualifications not usually stressed in early school years are more necessary than ever to assure a useful and happy career in any vocation; that such qualities as character, imagination, vision, initiative, adaptability, concentration, understanding are as important as skill in rendering service and in winning promotion.

So the "New Deal" business course in the Junior High School should offer our children opportunities to gain a general acquaintance with the business community and an insight into its goals, functions, practices; to appreciate the value of careful planning for the future; to make try-outs as aids to job selections; to develop, at the same time, certain occupational skills.

The program calls for a general business course that gives an economic background and that leads progressively to the selection of the right vocation.

In short, the junior and business course should prepare fore life by letting children start to participate in life during Junior High School years. All these objectives and more may be realized through the use of

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WESTERN SCHOOL NEWS

The San Bernardino City Schools

By W. M. Culp

It still holds true, if you are located upon a crossroads, that people will pass your door, and of them some will be wont to tarry. San Bernardino as a city had its real beginnings in the fact that it was the first spot in California where the railroads coming into Southern California down through the Cajon Pass from off the hot Mojave Desert reached a place of arable land that could be put under irrigation. It was here that the Santa Fe Railroad built its shops and caused the first burst of growth in the population in San Bernardino. It was not till the coming of the automobile and the making of four-lane boulevards from Los Angeles to San Bernardino to carry the traffic to the San Bernardino Mountains, which during the past ten years have become both a summer and winter resort area, that the second great period of growth came to San Bernardino.

A million or more people pass through San Bernardino each year to these mountain resorts. San Bernardino is the center of the source of supply for catering to the wants of this multitude. As a consequence San Bernardino in a short space of time has left the 15,000 class and has reached a population of nearly 40,000 persons. This growth has shown itself in the physical characteristics of the town. The main business street used to be one running east and west. The new building has mostly centered on the street running north and south toward the mountains.

San Bernardino is noted for more than just population. It is the county seat of the largest county in California and one of the largest counties in the United States. Several Eastern states are each smaller in area than this one county. San Bernardino is the center of an agricultural area in which the orange is a main crop. The annual National San Bernardino Orange Show each year attracts ten of thousands of visitors. The Arrowhead Hot Springs resort, a few miles up the mountain from San Bernardino, has for years been one of the most noted resorts in California.

San Bernardino in the beginning was essentially a railroad town. Gradually the part of the railroads in the town development has dwindled until the main support has come from the establishment of small businesses and San Bernardino has become a city of homes, churches, and schools.

The schools of San Bernardino are a great cause for satisfaction to the citizens of that city. Under the direction of former Superintendent C. Ray Holbrook (now Superintendent of the Santa Cruz city schools) and during the past four years under the guidance of Superintendent Lewis E. Adams, San Bernardino has almost completely rebuilt and built up its school system to meet the needs of the present time. Nine thousand school children are cared for in seventeen elementary schools, five junior high schools, and one senior high school. And as San Bernardino is also a part of the San Bernardino Junior College District many of its high-school graduates are sent to that institution.

Superintendent Adams has always been a keen student of education. His past experience as a teacher in the San Mateo High School, principal of the South San Francisco High School, district superintendent of the Burlingame elementary schools, and extensive work at Stanford University has kept him in touch with the best of late educational tendencies. In San Bernardino he has been able to put his ideas into such practice that the results are being considered most highly in educational circles.

His program calls for the acceptance of the fact of individual differences in children and his teachers attempt to adapt subject-matter and teaching methods to the individual rather than to the class as a unit. Utilization is made of grouping children of the same individualities together.

Of special import is the handling of children who make unsatisfactory progress, and especially those that are out of the ordinary. This work is done under the supervision of the State Child Guidance Clinic. It calls for a study of each individual case by a group of people composed of a psychiatrist, a physician, social workers in the home, elementary supervisors, and school nurses. Every Wednesday morning this group meets and staffs a case, if the facts are all in. Sixty-nine intensive studies have been completed so far and sixty-four perfect adjustments have been made.

In addition, the close diagnostic check that is made of pupil progress in every class keeps the teacher awake to pupils' weaknesses and remedial work is carried out immediately. As a result there is practically no non-promotion in the San Bernardino system. While this program started in the elementary schools, this past year it is being carried through the secondary system.

In teaching techniques Superintendent Adams has favored the making of each classroom a workroom, in which recitations have been largely done away with. Mr. Adams desires that his pupils think rather than memorize facts. He favors the use of a great volume of material in order that the pupil may use some judgment and draw his own conclusions. He wants to bring attitudes based upon reason. The same technique is used in all subjects. Mr. Adams believes if one can get a pupil to see the difference between fact and opinion that it will have a great effect upon his judgments in later life.

The original idea behind the establishment of the junior high school was that it would allow students of the same age level to work together and give them an opportunity to find out what they wanted to become before entering upon a high-school course. Superintendent Adams believes that the tendency of junior high-school instruction has been to confuse rather than to make clear. To remedy this result in the seventh and eighth grades, he has established fusion classes in which the pupil is for three hours under the direction of the same teacher. This teacher gives instructions in the social studies, arithmetic, and English (which includes spelling, composition, language usage, and reading). For other subjects the students go out to special teachers. So far this program has proven satisfactory. The ninth grade is continued on the departmentalized plan, so that pupils can enter high school acquainted with that plan of organization.

Also, it was found in the junior high school from tests that there was no improvement as a whole in the reading ability of the pupils of the seventh and eighth grades over what they had when they entered from the sixth grade. Consequently the general literature courses were thrown out, and the seventh and eighth grades now have reading courses in which the technique of reading is taught.

The San Bernardino junior high schools are also experimenting with a general language program in the eighth grade. Four languages are being offered.

Arthur Chamberlain, editor and publisher of *The Overland Monthly* and books by Western authors, has been devoting some time in San Francisco in the interest of adult education under the Federal Relief Plan.

The *Atlantic Monthly* and Little, Brown & Co. offer a prize of $4000 for the best textbook or series of textbooks in the field of high-school English. For details, write to Atlantic Monthly Press, 8 Arlington Street, Boston, Mass.

Wellesley College offers a splendid opportunity to California teachers in the way of a unique vacation project. Write for particulars and circular to Dorothy P. Hill, 420 Jackson Building, Buffalo, N. Y.

Will C. Wood, ex-Superintendent of Public Instruction in California, will be the guest speaker of the Sequoia Club, San Francisco, on Thursday evening, May 12. His subject will be "The Land of the Incas."

The California Library Association will hold its annual meeting at Hotel Vista Del Arroyo, Pasadena, the week of May 1, 1934. Many of the book companies, including Harr Wagner Publishing Company, will exhibit library and school textbooks.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

The First Four Years

By HARRIET S. DAVIDS,
Librarian, Kings County Free Library.

EDITOR'S NOTE: A newspaper clipping and a letter giving a vivid résumé of an interesting four years of county library service to the people of Kings County served as suggestions to request Mrs. Harriett S. Davids to relate some of the experiences of her first term of office for the readers of THE WESTERN JOURNAL OF EDUCATION.

A LITTLE OVER four years ago, in a dripping drizzle which brought happy smiles to the residents of this rainless district, the writer drove into Hanford, county seat of Kings County, prepared to undertake the great adventure of her first county library. Perhaps that welcome rain was an auspicious augury. In any event, looking back on that first four-year term (the first full term ever to be completed here by any librarian) happy and successful memories predominate.

The various California county libraries, though established and working under similar laws, have each developed peculiar and individual characteristics as they have adapted themselves to local conditions. Learning a new library "from the top down" is very different from going into the workroom and starting "from the bottom up." The first few months, indeed the entire first year, kept bringing surprise after surprise, until "this is the way we've always done it here" echoed through one's very dreams. While still in the confusion of these first routine adjustments, emergency suddenly loomed when it was found necessary to move the largest county branch, a library of between 5000 and 6000 volumes. After three days of hard work, on only one of which had the branch been closed to the public, the three workers left behind at Lemoore a spick and span branch, every book in its place, every record checked and correct. It was a difficult but effective initiation into the realities of the work, but seldom has a sweeter satisfaction been experienced than when at last the door was locked on that newly settled branch. This last summer the Corcoran Branch Library was moved, a really much more difficult task, but it seemed mere child's play compared to that first move at Lemoore. Just four years' difference!

Scarcely, it seemed, was the fascinating new rubber stamp of the "official signature" delivered, the new letterheads printed, the first wonderful book orders dispatched, than rumors of hard times began to disturb county offices. Budget-making, instead of merely adding a little extra to each item of last year's expenditures, was found to be an anxious and an arduous task, and that in the face of rapidly mounting circulation records. With an eye to stopping all unnecessary leaks, a studied survey of the county library system discovered many places where conditions had changed, so that some branches hitherto deemed necessary were no longer justified, while other parts of the county, notably the newly developed oil fields, were receiving little or no library service. The not-so-necessary branches were either disestablished or given a curtailed but adequate service, other branches established from time to time as they seemed needed, and a special endeavor was made to offer the rapidly growing Kettleman Hills district the library service to which it was entitled. One of the most interesting phases of this last four years' work has been the development of library service as it kept step with the growth of the oil districts.

In an endeavor to impress on the custodians in charge of the various community branches that each branch was not an independent unit, but in reality an interlocking part of the whole county system, custodians' meetings were revived. These meetings, where the women in charge of the larger branches gather for an annual all-day session in which they discuss together their various similar problems, listen to short articles or addresses, receive instructions, and exchange library news and gossip, have proved an invaluable means of fostering an *esprit de corps*. Small local selfishness and jealousy, due largely to misunderstanding, vanish before the realization that in helping and obliging others each custodian is really helping her own branch, and a marked willingness to coöperate with each other in the matter of exchanges, etc., has followed this resumption of custodians' meetings. They have been held at various branches in rotation, the local custodian always assuming the duties of a hostess. After every meeting comes the inevitable wail, "Why can't we do this oftener!"

A consistent endeavor has also been made to enliven the service at branch libraries by a series of informal exhibits, ranging all the way from elaborate displays of new books during Children's Book Week to small but timely exhibits at Christmas, during Better Homes and Music Weeks, or merely by displaying new pictures and posters. Book reviews, annotated lists, and "library items" stories have been written for the local press, always with the idea in mind of catching the public eye and making the readers as library conscious as possible.

Children's Book Week is a heaven-sent opportunity to libraries to publicize themselves and their work in news columns. Various schemes have been tried in Kings County, among them small exhibits at each branch, an elaborate traveling exhibit, story-telling by our own staff and by a visiting specialist, an essay contest, and a poster activity. Experience seems to prove that an observance in which the children themselves may participate, and through which something may be learned of their reactions to books and reading, is more valuable than mere entertainment. This last year the most interesting of the posters were used as part of the county library display at our local teachers' institute.

Of course much of this work with the children could not have been accomplished without the whole-hearted support and coöperation of the School Superintendent's office. One of the most pleasant features of work here in Kings County has been the steadily growing accord with the Superintendent's office and with the Board of Education. We do not always see absolutely eye to eye, but a respect for each other's opinions and a confidence in each other's aims and intentions has led to what can best be described as a most satisfactory *entente cordiale*. The rural supervisor coöperates with the library's school department even to "toting and carrying" while the library endeavors to be as obliging as possible and to stretch its resources to serve the schools to the best of its ability. The latest development is a picture collection, which the teachers have hailed with delight. In the short two months of its existence it has already established itself as an invaluable teaching aid. The number of library reading certificates, issued to grammar school children who have done certain specified reading, has doubled and trebled year by year, while the final awarding, in many schools a special feature of graduating exercises, takes the librarian pretty well around the county.

Last summer a cherished plan was put into effect, when two vacation reading clubs were organized, the first in Corcoran, under the joint auspices of the county library and the local P.–T. A., and the other in Armona, where the Armona Women's Club assisted the library in sponsoring the club. In each instance the library organized the club and the local custodian kept track of the children's reading, while the sponsoring organization took complete charge of the party with which the season's activities were concluded, a theater party in Corcoran, a lawn fete in Armona. The innovation was so popular that it will of course be repeated in both towns this coming summer, while other branches have asked that similar clubs be organized all over the county. It was felt that the children's reading was adequately taken care of during the school term, but that many of the young people were turned loose in vacation without having learned the library habit, and the hearty response all parents made to the vacation reading club idea guarantees the success of the project. An effort has been made to have children's reading available at even the smallest branches during the vacation months, and reading clubs will be formed wherever a sponsoring organization can be found to undertake the party.

One essential qualification of a county librarian would seem, most unexpectedly, to be the ability to speak in public. Book reviews for clubs, church and school groups, P.–T. associations, Home Centers, are always a matter of course, but when an invitation came to give what was described as "an inspirational talk on books and reading" at the high school it did seem a bit breath-taking. However, the county grammar schools had all been visited the year before, and a talk given at each, and with this experience as a foundation the more ambitious assignment was accomplished. The thought often occurs that all experience is grist to the librarian's mill. Who would have dreamed that childhood's elocution lessons, young ladyhood's training in voice culture, and even considerable experience in amateur theatricals would ultimately prove their value as they did on this and other similar occasions.

Another responsibility, rather terrifying in prospect but interesting and enjoyable in actuality, was the presidency of the Fourth District, California Library Association, which included as its chief responsibility the holding of the annual all-day district meeting here in Hanford. It has been years since this meeting had come here, and it was more than gratifying to find everyone apparently so pleased at the prospect and so willing to assist. Our lovely Civic Auditorium was given free of charge and over one hundred visiting librarians accommodated. A good program and luncheon, a fine attendance, and a delightful February day all combined to make a

successful meeting. Had it not been for the excitement attendant on this district meeting, more would have been made of the twentieth anniversary of Mrs. George Warren as custodian of Corcoran Branch, which came that same month. The townspeople of Corcoran, however, celebrated by holding open house at the library, a spontaneous demonstration of affection for Mrs. Warren and of appreciation of what she and the library meant to the city.

And now the first four years are over, and a second similar term begun. There have, of course, been many difficulties and worries, and everything has not been easy, but who would expect anything in life to be all plain sailing Library neighbors have been metamorphosed into library friends; the Board of Supervisors has resolved itself into five helpful and friendly individuals, nice even when they may not be willing or able to do just exactly what the librarian may think she wants. And best of all, the job has been great fun. At first, Kings County received virtually twenty-four hours a day service from its new librarian, for the foremost thought, waking or sleeping (when the library and its problems featured every dream) was this wonderful new responsibility. That phase passed, naturally, as experience brought more confidence, and bridges are no longer crossed before they are actually reached. Acquaintances have been made throughout the county, many of them through working with the home demonstration agent; many real and worthwhile friendships have been gained. Pleasant personal contacts are often the reward of a round of branch visits—the custodian who insists on presenting enormous quantities of flowers, raised with back-breaking labor; presents of jam, of fruit, of homemade pickles; even more gratefully received, the reports of pleased patrons. "That book you sent because you knew I was interested in California pioneers had a lot about my grandfather in it!" "I am writing to tell you how much I appreciate the fine books you are sending to our little branch." "It's wonderful that we can get state library books way out here!" The press has been uniformly generous and courteous, the successive grand juries sympathetic toward the library's needs, the other county offices friendly. So, taken all in all, at the end of this first four years the conviction persists that no work could be more interesting, more stimulating, more intrinsically worthwhile than that of a county librarian. The rewards more than counterbalance any disadvantages; every day seems to bring a new experience, constantly adding richness and depth to life. So here's "Skoal" to the next four years!

Meeting of Fourth District, C. L. A.

By MABEL R. GILLIS, *State Librarian*

Miss Joy Belle Jackson, Tuolumne County librarian and president of the Fourth District of the California Library Association, was fortunate in having a perfect spring day for the meeting of her district, March 3. Those who journeyed from the counties of the district—Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne—had a most delightful trip to the meeting place in Sonora.

Three supervisors expressed their interest in library matters by their presence at the morning meeting. These were E. H. Hodge and Frank Ralph of Tuolumne County and J. Todd Clark of Fresno County, who with Mrs. Clark came all the way from Fresno to attend the session. Mr. Hodge opened the meeting with a most gracious speech of welcome, following which Miss Jackson read a note of welcome from the Mayor of Sonora, John G. Simpson, who was unable to be present. However, he sent with his letter a very tangible token of welcome—an old and treasured key to the city. Miss Jackson was elected nominator to serve at the annual meeting of the California Library Association and Minette Stoddard, librarian of Merced County Library, was named as alternate.

As part of the business Sarah McCardle, Fresno County librarian, gave a plea for more memberships in the California Library Association. It was a very stirring appeal and certainly was made with great effect by Miss McCardle, since her staff is always 100 per cent in membership in the state association.

Miss Bessie B. Silverthorn, librarian of Stanislaus County and vice president of the California Library Association, gave greetings and an invitation to all to attend the annual meeting in Pasadena in May. She then spoke of her attendance at the American Library Association meeting in Chicago last fall, with particular emphasis on the institution libraries panel discussion in which she participated. She very clearly brought out the points to be borne in mind in giving hospital service as developed at that meeting by those who had had years of experience in the work.

A talk by Miss Mabel R. Gillis, State Librarian, closed the morning program. Miss Gillis brought out the assets and liabilities in present-day library conditions, stressing a renewed interest on the part of clubs and other groups in library welfare as the principal asset and the recent tendency to reduce budgets as the greatest liability. She felt, however, that the interest in the future life of libraries was going to outweigh the tendency to reduce appropriations and also that a very encouraging feature had been introduced into library work this past year by the great amount of work that had been done throughout the state through CWA and CWS projects.

The officials of Sonora had planned many points of interest to be visited before lunch time. One of these was the office of H. H. Sherrard, County Horticultural Commissioner, where there was much of interest to be seen. The county museum recently established by CWA workers was opened by Mrs. Ellen Hunter and the many relics there were greatly enjoyed. The luncheon hour at the Sonora Inn was kept free of program for informal visiting among the delegates present. The tables were decorated with wild flowers brought in from different parts of the county, some of them having been gathered by school children.

The afternoon session, again held in the Veterans' Memorial Hall, opened with a reading, "Eyes That See," charmingly rendered by Mrs. Homer D. Rose, president of the Alameda District of the California Federation of Women's Clubs. She was followed by Miss Rowena Hardin, music instructor at the Sonora Grammar School, in two enjoyable piano selections.

Mrs. Edna Bryan Buckbee, who was expected to speak on the early history of Tuolumne County, was unable to be present, and so the good friend of the county library, Superintendent of Schools G. P. Morgan, was importuned to tell some of the countless stories he knows of early Tuolumne days.

TEACHERS!

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He graciously consented and from his store of memories gave a talk that enthralled everyone present. Incidentally, he further endeared himself to all librarians present by paying a splendid tribute to Miss Jackson for the fine work she is doing in giving library service to the schools of the county.

At the close of the program some of the visitors still lingered to see the new quarters of the county library in the Veterans' Memorial Building, while others went to visit the interesting old town of Columbia. All were loath to leave Sonora, where town and county had combined to entertain them so delightfully.

Notes

THE AMERICAN LEGION AUXILIARY has chosen the extension and improvement of library service, especially for the boys and girls of the nation, as its community service activity for 1934, and the national chairman of community service, Mrs. Boyce Ficklon, Jr., of Washington, Ga., has asked the staff of the Public Library Division of the American Library Association to serve on the national advisory committee. The state chairman for California is Miss Louise Waibel of Oceanside.

AT THE JANUARY SESSION of the state board of managers of the California Congress of Parents and Teachers held at Hotel Clark, Los Angeles, Mrs. B. C. Clark, fourth vice president, reported on a survey of libraries showing that unemployment and financial depression had greatly increased the use of libraries and decreased their support. The second day of the session a resolution was introduced and adopted expressing the belief that library service should be adequate to meet the demand and encourage continued and thoughtful reading as a constructive element of leisure time and that the C. C. P. T. go on record "favorable to active participation in meeting this cause and earnestly recommends that each local association study local conditions affecting library service and adequate appropriation."

THE NAPA COUNTY FREE LIBRARY has issued two clever posters recently. One visualizes county library resources, service, and cost for 1932–1933; the other, a "Comparison of Book Turnover" in 1923 with that of 1933, followed by a brief statement to show that the book stock of libraries is deteriorating under greatly increased use and decreased funds.

OLD TEXTBOOKS used in early American schools, quaint old-fashioned juvenile literature, including a set of the famous McGuffey Readers from the celebrated George A. Plimpton collection, will be shown at the World's Fair of 1934 in Chicago as a part of the Ginn & Co. exhibit in the Hall of Social Science. This exhibit will reveal what school children went through in the old days. Text matter shows that in many of the early school books little children were threatened with the ever-burning fires of a brimstone hell if they were "naughty." Illustrations reveal teachers with glowering brows armed with the inevitable switch for corporal punishment.

ANNOUNCEMENT OF SWOPE SUMMER SCHOOL FOR ELEMENTARY TEACHERS

THE SWOPE SUMMER SCHOOL FOR TEACHERS holds two sessions, one in Southern California and one in Northern California.

The Southern session will be held at Long Beach in the bungalows on the grounds of the George Washington School building, Eighth Street and American Avenue, from June 25 to July 13. The Northern session will be held at Santa Cruz in the High School building from July 23 to August 10.

The faculty is made up of state, city, and rural supervisors and university lecturers actually engaged in directing educational work in elementary school subjects. They are thoroughly acquainted with fundamental educational principles and experienced in their practical application. The members of the faculty are able to be of great assistance to teachers who desire to go ahead with their professional work.

On the faculty are such well-known educators as Doctor M. Madilene Veverka; Mrs. Lorraine Sherer, director of curriculum, Los Angeles County schools; Mrs. Ethel Ward, general rural supervisor, Shasta County; Winifred Van Hagen, director of health and physical education, State Department of Education; Alma Leonhardy, author of "Units of Work in Reading Comprehension;" Sarah Archer Heinman, assistant supervisor Los Angeles City schools primary department; Lucy E. Sanchez, history department, Los Angeles City schools.

For complete announcement, write to Caroline Swope, 837 Linden Avenue, Long Beach, Cal.

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BRILLIANT AUDIENCE WELCOMED ALICE BRADY

A brilliant audience assembled at the Columbia to welcome Alice Brady, in person, on her first appearance before the San Francisco public in the Theater Guild comedy success, "Biography."

Miss Brady's professional career has been carried on east of the Mississippi, so that she is new to this coast. As a comedienne Miss Brady won her laurels in "Zander the Great," "Most Immoral Lady," "Sour Grapes," and "Mademoiselle," the comedy which brought her a motion picture contract.

Miss Brady's very first stage rôle was as *Meg* in "Little Women," originally produced by her celebrated father, William A. Brady, a San Franciscan.

The rôle which made Alice Brady famous, however, was in the tragic trilogy of Eugene O'Neill's "Mourning Becomes Electra," produced last season by the Theater Guild.

Miss Brady has an exceptional company in "Biography," including Hardie Albright, Huntly Gordon, Albert Conti, Douglas Wood, Hugh Enfield, and Ada May.

"Biography" is said to be the best of the Behrman plays, which include "Second Man," "Meteor," and "Brief Moment." All but "Brief Moment" have been produced by the New York Theater Guild.

The plot of "Biography" centers around Marion Froude, a charming, clever girl from a small Tennessee town, who has become a painter of celebrities. She has induced Lenin, Mussolini, statesmen of all nations to sit for her. She is offered a high price for the story of her life.

"Not because of yourself," says the radical young editor who hopes to publish the story, "but because of the importance of the people who have sat for you."

Since the legend has it that all her sitters have made love to Miss Froude, the biography is expected to be a racy one. Complications ensue when the lover of her youth, now being groomed for national senatorship, hears of the biography. Fearing what Marion Froude might tell of their early affair, he argues, cajoles, and finally threatens a libel suit if she publishes the manuscript. Seats on sale, prices 50 cents to $2, plus tax.

MUSIC IN SANTA CRUZ COUNTY

Miss Edna H. Young, County Superintendent of Santa Cruz County schools, has, during the past year, placed special emphasis on band instruction and harmonica playing. During the year about eight hundred children played the harmonica. The children get a great deal of pleasure out of it, often gathering in groups at convenient centers and playing together.

The rural districts have formed a band called the Santa Cruz County Rural Band. The children in their respective schools have a lesson each week. In the northern part of the county the children gather for special practice together at Veterans' Hall, in Santa Cruz, and in the southern part the children meet in the East Side Center Hall, belonging to the Farm Bureau. These meetings are held for practice when the band is to play together for special occasions. They have played for Field Day, Public Schools Week, and Music Week, both in Santa Cruz and Watsonville. The work is done under William A. Morey, band instructor and supervisor of music in the county.

ANNOUNCEMENT OF SPRING MEETING OF THE CALIFORNIA SCHOOL LIBRARY ASSOCIATION, NORTHERN SECTION

The annual spring meeting of the California School Library Association, Northern Section, will be held in Sacramento on Saturday, May 19. The program:

10:30—Business meeting at Kit Carson Junior High School, Fifty-Fourth and M streets.

Greetings by Charles C. Hughes, City Superintendent of Sacramento city schools.

Reports of committees of the year's work.

Election of officers.

1 p.m.—Luncheon. Miss Helen Ferris, editor-in-chief, Junior Literary Guild, will speak on "Boys and Girls Know What They Like."

3:30 p.m.—Visit to State Library to see special exhibits in the California Room and Reference Room, and also the special exhibit of prints of Jeanette Maxfield Lewis, who won the California Society of Etchers' award at their last annual exhibit, in the Prints Room.

Miss Jewel Gardiner, Librarian of the Sacramento City Schools' Professional Library, president, will preside. A large number of school librarians and school administrators are expected.

Future America is now in our schools. What investment is more precious to us?—*Dewey Van Cott.*

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BOOK REVIEWS

EVERYDAY ECONOMICS, A STUDY OF PRACTICE AND PRINCIPLES, by Cornelius C. Janzen, Ph.D., and Orlando W. Stephenson, Ph.D. Silver, Burdett & Co., Publishers. 508 pages, 5½x8. Price, $1.68.

In this book the authors have desired to make a contribution to your present-day state of living. You are introduced in a simple, interesting way to the principles of modern economic life. The subject is alive with interest. The chapters on "Exchange," "Money," "Banking," "Trade and Transportation," "Risk in Modern Business," "Distribution of Wealth and Income," and "Labor Organizations" are of special interest.

OUR STARVING LIBRARIES, by R. L. Duffus. Houghton–Mifflin Company. 148 pages, 5x7. Price, $1.25.

This book, written by the author of "Books, Their Place in a Democracy," is a timely help to librarians fighting for an increased budget. Emphasis is placed on the well-established fact that there is an increased demand for library service and a decreased budget. Mr. Duffus was born in Vermont, educated at Stanford, and was an editorial writer for some years in San Francisco. He has written three novels.

DAILY LIFE AND LANGUAGE SERIES, by Lyman and Johnson. Ginn & Co., Boston and San Francisco, Publishers. The Introductory Book, 248 pages, 6x7½, price, 76 cents; Book I, 391 pages, 6x7½, price, 80 cents; Book II, 484 pages, 6x7½, price, 84 cents; Book III, 532 pages, 6x7½, price, 96 cents.

This important series provides a complete program in language study for the grades from two to eight. This series with teachers' manuals and directed language practice books is the most complete set-up ever offered to the elementary schools. It will be an epic-making contribution to the study of language. The illustrations are original in design and integrated with the text. The books harmonize with social science studies.

THE THEORY OF PLAY, by Elmer D. Mitchell, A.M., University of Michigan, and Bernard S. Mason, Ph.D., Ohio State University. Published by A. S. Barnes & Co., 67 W. Forty-fourth St., New York City. 546 pages, 6 x 9. Price $2.80. 1934 copyright.

This book has been written to meet the order of things and to present a theory of play that will meet the requirements under the new order of our leisure time. The authors in Part I give the historical background, in Part II "The Theory of Play," Part III "The Need for Play," Part IV "Administration of Play." In these four divisions the authors bring an emphasis on the high spots of recreational life. It is the most complete book in its field, and every teacher and student of recreation should have a copy.

HILLS OF GOLD, by Katherine Grey. Little. Price, $2.00. Exciting tale of California's early "gold rush" days and continuing the story of the author's earlier "Rolling Wheels." Grades 6–8, and high school.

TRIPLE THREAT, by Donal H. Haines. Farrar. Price, $1.75. Entertaining story of school life and sports which will appeal to any older boy. Grade 8, and high school.

A NORWEGIAN FARM, by Marie Hamsun. Lippincott. Price, $2.00. Relates the happy times and adventures of young people on a farm in Norway. For both boys and girls. Grades 6–8.

THE CALIFORNIA SCHOOL BOOK DEPOSITORY

THE TEXTBOOK INDUSTRY in California has had a distinctive institution since 1921 in the California School Book Depository, under the management of Earle Chandler and Harry A. Gayton. The business career of these two men has been characterized by prompt service, good judgment, and standardized ethical methods. The business was purchased from Cunningham, Curtiss & Welch and the H. S. Crocker Company in 1921. Prior to this time the school textbook business was handled as a side line by stationers, and schools suffered from long delay in deliveries or added express charges from the East. The textbooks now in stock fill two floors at 149 New Montgomery Street, San Francisco, and occupy fifteen thousand square feet of space at 1233 South Hope Street, Los Angeles. Under the name of The California School Book Depository, the firm has succeeded in conducting a flourishing business. Now that they are able to give quick service and standard prices from Los Angeles to the Southern California points, the business will undoubtedly be greatly increased. The firm now carries in stock the publications of fifty-seven different publishers.

The writer of this publicity has known and transacted business with this firm practically every day except holidays for the past fourteen years, and has always received good service, courteous treatment, prompt payment of bills, and a friendly relationship and good-will that, after all, mean more than dollars gained in unfair competition. We sincerely hope for the continued success of this firm, and, as we are about to emerge from the textbook depression, we believe that the California School Book Depository, with a branch in Los Angeles, will have a high place in the United States among school-book depositories.

Teachers are invited to call and see the exhibit of new books at 149 New Montgomery Street, San Francisco, and 1233 South Hope Street, Los Angeles.

Building of the California School Book Depository at Los Angeles

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The American Library Service of 1472 Broadway, New York City, organized thirteen years ago a world-wide system to track down and snare out-of-print books in any language and on any subject. They have been singularly successful in this field. This service also extends to back numbers of all magazines.

Whether the book is technical or historical, genealogical or literary, or just a school book through which a grown-up wants to recapture his youth by re-reading, the American Library Service has built up a system adept at finding it.

The American Library Service also conducts special departments for the purchase of books, whether a single volume or a complete library, as well as autographs of literary or historical value. It also supplies current books of all publishers.

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   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
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   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
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   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
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8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
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BOOKSELLERS

Announcement

Of Special Interest to Schools of Southern California.

We have now opened in Los Angeles the
CALIFORNIA SCHOOL BOOK DEPOSITORY
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Educational Texts and Library Books are on display in a large well arranged display room

The location of this depository in Los Angeles will afford quick service and cheap handling charges for schools in the Southern area. Teachers and librarians of Southern California are cordially invited to visit our sample and salesroom.

Large parking space at side of depository.

California School Book Depository, 149 New Montgomery Street, San Francisco, will continue the same courteous service which has been maintained since 1920.

We are the authorized California School Book Depository for the TEXT BOOKS of the Following Publishers:

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MAY, 1934

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Deepening Crisis in Education.—The United States Commissioner of Education has a leaflet No. 44 which gives a very dark future to the school situation. Top-heavy mortgages. Tax delinquencies. Tax limitations. Closed banks. Differences in wealth. All of these are reasons that schools lack funds.

We are hopeful that money for adequate salaries and adequate textbook and other supplies will be furnished for 1934 and 1935 in California. New buildings, new equipment, and earthquake-proof repairs have been provided for in 90 per cent of the districts. Children are not without schools in this state. Read the leaflet and be thankful that you are a teacher, a student, or a taxpayer in California, and be sympathetic with the less favorable conditions elsewhere.

Edwin A. Lee.—The Superintendent of Schools of the City of San Francisco is making a record for good speeches and for saying the right thing at the right time. He has had to appear before principals, classroom teachers, teachers' clubs, commercial clubs, taxpayers' associations, literary clubs, chambers of commerce, and many luncheon clubs. He has had a new speech for each organization and has always maintained a high level of sound educational and administrative principles. Superintendent Lee's address to the first meeting of principals was outstanding in its frankness, its fairness, and its understanding. He has the colorful human touch. Here are some of the high spots:

Now, although it is only a short time, I have sensed in this first month certain problems that face us. This is the place where I want to speak very frankly, for, let me emphasize it again, you are the strategic points in this whole situation. I have sensed that in the past, and for all that I know at present, although I am not so sure about the present, one of the problems facing the public school system of the city is represented in the term "factions." I have been rather amused as well as disturbed by the categories into which I can place these factions. As I have met from time to time different persons I have been tempted to compile a list. It would be amusing if it were not so tragic. Factions that revolve around personalities; factions that revolve around educational philosophies; factions that revolve around religion; around geographical areas of the city; and of length of service in the system.

I am interested in just one central thought in regard to this whole matter—the best all-around education for the children and adults of San Francisco which it is possible for you and me working together to evolve. Anything which diverts your loyalty or my loyalty from that cardinal responsibility has no place in our thinking or in our practice. My sole aim, as far as this problem is concerned, will be to reduce and if possible to eliminate completely all factionalism. It is unworthy of educated men and women, it is unprofessional on the part of teachers, and I think in the final analysis it is stupid. I shall count it as flagrant reflection upon such leadership as I may be able to exert if there grows up a "Lee" faction as opposed to an "anti-Lee" faction in the years ahead. Differences of opinion, of course. Criticism, a lot of it, if we are healthy. In fact, I will be suspicious if there isn't any. Some opposition, quite likely. But a Lee faction is to me unthinkable and I shall deem it, if suggested, one of the worst insults you can offer.

As for religion, that is each man's personal affair. I am not concerned as to the manner in which a person worships his God. I only venture the opinion that a truly educated person is one who includes in his philosophy of life a place for religious experience and loyalty in such terms as suit his individual needs and temperament. In my administration of the San Francisco schools, therefore, I shall pay little, if any, attention or heed to what in my opinion is none of my business. It is my hope, if there be any factionalism which is religious in its implications, that it will disappear completely. It is unfitting that in public education or private worship it should be otherwise. Need I say more? I do not think so.

Education and the New Social Order.—John Dewey, in the leaflet of the League for Industrial Democracy, 112 East Nineteenth Street, New York City, asks "Dare our public schools build for a new social order?" We now educate for literary and vocational equipment. Is it possible that the public schools will educate for a non-profit state of living. Our traditional system is changing, and we live in a world that is changing—not settled, not fixed. Our fathers did not settle all the important questions, social and political, in the constitution. We must, however, teach the young so that they will not follow blindly propaganda and publicity agents.

Honorable Vierling Kersey—Pensions.—The State Superintendent of Public Instruction made the statement that the old and infirm teachers should be retired on a pension and employment be provided for the new graduates of our teacher training institutions. We have for years advocated adequate retirement salaries, and we continue to advocate retirement salaries, not only for teachers, but for everyone who has reached a certain age limit. We also believe that the state should provide unemployment insurance, and that our retirement salaries should not be all bound round with red tape. There should be liberal interpretation without regard to the ability of relatives to support the applicant. We hope that the Cabinet officer, Miss Perkins, and President Franklin D. Roosevelt will during the present administration succeed in securing adequate national and state retirement laws.

The Individual.—In these days of socialistic, communistic propaganda we must not forget the individual in the readjustment of the social order. Our social environment can be no better than the units that form that environment. The forgotten man, when pluralized into forgotten men, is a menace to social leadership. It requires a hundred per cent of educated men and women of integrity and ability to do things to make a successful social state. Theodore Roosevelt's famous saying must be emphasized—

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XL, No. 5 San Francisco, May, 1934 Price 15 Cents

ATTITUDE OF BUSINESS TOWARDS EDUCATION

By WILL C. WOOD

[A Radio Address Delivered Over Station KPO on April 24, 1934, Under the Auspices of the State Chamber of Commerce.]

It is highly appropriate that the people of California should observe this week dedicated to public education. No institution in our whole American system is nearer the hearts of our people than the public schools. From the beginning of our life as a nation, public education has been regarded as fundamental to the functioning of American government. In his farewell address to the American people, George Washington, the father of our country, earnestly enjoined us to "promote as an object of prime importance institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion be enlightened." And one of his successors, Thomas Jefferson, stated the gist of his opinion of the place of public education in our republic in this sentence: "A popular government, without popular education and the means of acquiring it, is but a prologue to a farce or tragedy, perhaps both."

The choice that is being made in civilized countries today is between the abandonment of popular government with education thrust into the background, and the continuance of popular government with education free in spirit and amply provided for. The choice in America has always been popular government based upon popular education in preference to dictatorship and class rule. There is no doubt as to the choice of our people today, even though we are in real economic distress which is poignantly affecting every American institution, including the family, the home, and the school.

The business community of California, which the State Chamber of Commerce represents, acknowledges the debt we owe to our public schools. We are aware that America is one of only a few countries whose fundamental institutions have survived the storm through which the whole world has recently passed. Italy, Germany, Austria, Russia, Spain, and many smaller countries have recently undergone revolutions that have left popular liberties cold and moribund. The only countries in the world today where liberty and equality of opportunity are still cherished as ideals by the dominant governments are those where popular education has long been cherished and well supported. It was self-control and disciplined intelligence among our people generally that brought America through the great crisis of a little more than a year ago, without recourse to such violent methods as were used in many other countries. Throughout the crisis, when agitators sought to inflame public opinion to serve their destructive ends, the American people remained calm and self-contained. They have supported their leaders in devising ways and means, within the spirit of American institutions, to meet an unparalleled situation. Probably America escaped the "farce or tragedy" in government that Jefferson referred to largely because our people had developed through public education a wholesome respect for our institutions, a faith in our governmental forms, and habits of straight thinking and self-control which are necessary to carry men safely through times of great stress and crisis.

On behalf of California business men, I have paid a warm tribute to public education in America because I think it richly deserved. Now I wish to point out a correlative relation between business and education. Public education has been undergoing a very serious financial strain—a crisis which is a matter of real concern not only to the school people, but also to our citizens generally. No evil can befall our schools without affecting the fortunes of all our people. The schools are facing the same sort of financial crisis now that business faced two years ago. The sources of school income have become depleted because business profits, upon which school income is largely based, have long since all but vanished. In California, the major share of school support comes from business turnover—a tax on the gross receipts of business corporations and the sales tax. May I therefore suggest to all who are interested in public education that the hope for restored income for public education lies largely in the restoration of business and the return of profits. While it is still possible to make tax levies that take away each year a part of the working capital of business men, this cannot go on for any long period without exhausting working capital; without crippling business so seriously that it cannot make profits out of which school revenues must come. What we need in California, both in business and in public education, is greater sympathy and understanding that will hasten a return to normalcy both in business and in education.

I realize that the school pople of California, for whose wonderful devotion to the cause of education I have the highest respect, have been hard pressed and distraught with financial worries during the last few years. Taxpayers of every kind and class, big and little, corporate and individual, have been driving desperately for tax relief. While the people of California were making profits in the 1920's they bore the tax burden without much protest. But when they were taking unprecedented losses during recent years they began to analyze their expenses and try to cut them down. It was but natural, after they had cut the expenses over which they had direct control to a minimum, that they should turn to an analysis of public expenditures and demand retrenchment wherever possible. The public schools came in for their share of financial analysis and criticism. But I wish to point out that throughout the country, with few exceptions, the communities where industry and business are the chief occupations are the ones where education has been least curtailed financially during the depression. We have seen startling figures as to the number of schools closed because of inadequate funds, and the number of children whose educational opportunities have been curtailed or cut off. May I point out that most of these closed schools and unfortunate children denied normal opportunities are found in areas where business and industry occupy a subordinate place in the economic order. It is chiefly in the agricultural areas of America that the greatest curtailment of school facilities has taken place, and this has been due to the desperate plight of the farmer. It is therefore unjust and contrary to fact for friends

of public education to charge our business men and institutions with primary responsibility for the reduction in school income and the curtailment of educational opportunity. As a matter of fact, business men and institutions have been, of all classes and groups, the most generous contributors to public education during the depression.

California, I understand, is the only state where no school has been closed on account of lack of funds. We all rejoice that our state has such an enviable record. This is due almost entirely to the California plan for financing the public schools. In this state the larger cities, where business and industry are dominant, contribute millions of dollars annually to the support of the rural schools. If our rural schools in California had been obliged to depend entirely or even largely upon their own taxpayers for financial support, hundreds of them would have been closed, because our farming people have been strapped financially. The point I want to make is that business and industry have not been niggardly in California in their contribution to the support of public education. They, and the people who get their income from business and industry, have carried the major burden of school support and have done their part in making California, financially speaking, the one white spot in American education.

California business, however, has not been lacking in criticism of certain things in public education. Our business people have expected, and rightfully so, I believe, that school administrators do as the business people have done since 1929—analyze their expenditures and reduce them wherever reduction can be achieved without crippling or eliminating any essential service or activity. They have not viewed with equanimity the continuance of hundreds of small school districts where the work offered is necessarily not only more restricted and less efficient on the whole than the work of community consolidated schools, but also much more expensive when measured in unit costs. They believe that there should be larger units of school administration to secure greater efficiency, better teaching, better opportunities for children. They believe that it is possible to improve the business methods of our school boards to the advantage of the schools and of the public which pays the bill. In other words, they believe in progressive education rather than "stand-pat" education. They do not believe in the maintenance in some school districts of the *status quo* of 1860. They believe in adequate salaries for teachers and in adequate training of all instructors of the young. They believe in the adoption of a progressive educational program to realize the worthy hopes and aspirations of our people, and they are willing to give such a program the support to which it is entitled.

Business and industry, far from being foes of public education, as certain agitators would have our school people believe. have been, are, and will continue to be the best friends that public education has. If, in this address, I have said anything that will bring about a better understanding between business, my present occupation, and education, my former and much loved profession, I shall feel that I have done something worth while, both for business and education.

THIRTEEN YEARS OF VILIFICATION

THE ROSICRUCIAN BROTHERHOOD, known throughout the world as AMORC, has won its suit against the false and injurious accusations of R. Swinburne Clymer and others. The trial took place in the Superior Court of Santa Clara County, San Jose, Cal. The verdict of the court in this case was "guilty," and the judge rendered his decision on the evidence presented in favor of the Rosicrucian Brotherhood, AMORC. The court found that the attacks on the Rosicrucians were false and defamatory.

This institution has established a permanent home at San Jose. The Rosicrucian Park and buildings are one of the showplaces of the city. The administrative buildings and the Francis Bacon Auditorium are especially attractive. There are many buildings, including a museum, press building, the Supreme Temple, and the office of Doctor H. S. Lewis, who directs the present activities of the order.

AN EDUCATIONAL ASSET

Oakland's Art and Craft School

THE EXHIBIT of the work of the teachers of the California School of Arts and Crafts in Oakland is a stimulating reminder that this city possesses one of the fine art schools of the world, certainly the largest and most complete in the West.

This school goes about its work quietly. It receives little publicity. Its importance as a community asset is not sufficiently realized.

To this Oakland school come students from all parts of the world. Frequently they are sent here by their governments, seeking to reward outstanding talent by giving it the best available opportunity to develop.

The faculty of this school is distinguished wherever the best art and artists are known.

It has developed many noted creative artists. Even more important than this, it has developed in thousands of young students an appreciation of beauty, an ability to see it when it is before them, and a healthy respect for craftsmanship that should not be allowed to die.

If some other cities possessed such a school, the fact would be impressed proudly upon their civic consciousness. It would be definitely recognized as the asset it is. It would receive help and patronage, and be remembered in wills. Oakland should wake up to the fact that it possesses the ranking art school of the West, and that possession of such a school has made it a little more civilized city in which to live.—*Oakland Post–Enquirer.*

CALIFORNIA SCHOOL OF ARTS AND CRAFTS

THIS INSTITUTION recently held a remarkable art exhibit. Famous painters such as Xavier Martinez and Valerie Kaun, who teaches sculpture and woodcarving and is the wife of Doctor Alexander Kaun of the University of California, were exhibitors. Among the other California School of Arts and Crafts faculty members who contributed notable exhibits are Frederick H. Meyer, director of the school; Ethel M. Abeel, Florence E. Cook, Harry St. John Dixon, Waldemar Johansen, Corita Grenelle, Vara B. Lortsch, Louis Miljarak, Perham W. Nahl, Gwynn Officer, Joseph Paget–Fredericks, William S. Rice, Katharine Ross Stringham, Cecille F. Stryker, Marie Togni, Glenn A. Wessels, and Hamilton Wolf.

THE SUMMER SESSION.—Applicants for registration in the approaching summer session will welcome the news that Waldemar Johansen will again conduct classes in advertising art and stage design. Also, Mr. Johansen proposes another dramatic production stimulating news to the many who remember the performance of "She Stoops to Conquer" last year. To many the announcement promises just an evening's pleasure, but to the group partaking in the performance the promise is for hours of informative fun spent in rehearsals, in consultation with costumers, and in constructing stage sets.

Summer school will open on Monday, June 25, and close six weeks later, on Friday, August 3. The tuition fee for the six weeks is $35 for full-day attendance, or $20 for half-day.

The full schedule for classes in the summer session is not entirely made up at present, but, tentatively speaking, will include the subjects here listed: Advertising art, art methods, art metal work, basketry, block printing, decorative design, dynamic symmetry, figure sketch, freehand drawing, landscape painting, loom weaving, mechanical drawing, modern composition, pen and ink, pictorial composition, pottery, primary construction, stage design, hand bookbinding, history of art, jewelry, textile decoration, tooled leather, water color.

Two entirely new courses are those in modern composition (still life, landscape, and figure), under Glenn Wessels, and textile decoration (block printing on fabrics), under Vara B. Lortsch. Many of the others are courses added in the past few years. For catalogs, write to the California School of Arts and Crafts, Broadway and College, Oakland, Cal.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The thirty-ninth annual meeting of the California Library Association, that convened May 2, 3, 4, and 5, 1934, at the Hotel Vista del Arroyo in Pasadena under the presidency of Miss Jasmine Britton, head of the Los Angeles City Schools Library, will be ranked as one of the truly great library conventions in the history of the association. The attendance was large, swelled by the accessibility to the meetings of hundreds of assistant and junior assistant librarians of the libraries in the Los Angeles metropolitan area. The theme of the convention, "The Library in the New Social Order," was pertinent, as it has been the common problem of practically every library to have a 40 per cent greater load with resources to meet this demand of from 18 per cent to 50 per cent less. Throughout the discussions of the convention the thought was expressed more than once that the background of the new social order was intelligence, and that the greatest factor in achieving this intelligence was to come from the use of the library. It was stressed that our new pedagogical methods in schools and colleges were now making the library the foundation of individual effort.

The smooth functioning of the convention came from the excellence of the work of some twenty committees. The charm of the Hotel Vista Del Arroyo in its gardens on the edge of the Arroyo Seco, with the great arches of Colorado Street bridge in the foreground, the brightness of the marigolds, the blue of the pansies, the singing of the rollers, the excellent service of the hotel, under the direction of Manager H. O. Comstock, made the convention one to be remembered.

To have a plan for living and to be able to carry it through to success shows either good luck, good judgment, fortunate circumstances, capabilities, or a combination of them all. To be able to retire from a profession still comparatively a young man, after forty-five years spent in that profession in all of its degrees, and then to step out in these times comfortably well-to-do financially, with a full-blown plan for further labors that has commenced to function before the first is ended, is the mark of more than an ordinary career. In Sam H. Thompson, district superintendent of the Whittier schools, we have such a man.

Mr. Thompson has resigned his position, to take effect the end of this school year. This year will end forty-five years he has spent as a country school teacher, high school teacher, high school principal, city superintendent of schools, and district superintendent of schools. His new work is to labor for the betterment of local government. As a practical start in this field, this past month Mr. Thompson was elected a member of the City Council of Whittier. His main work from now on will be a study of public finance economy as it affects individuals in community and state with reference to more equity in tax collections. Mr. Thompson has already made plans to attend Columbia University this summer and further his knowledge in this line in the classes of Robert M. Haig, professor of political economy, ranked as one of the foremost tax experts in the United States.

Mr. Thompson commenced teaching in Ohio in rural schools at an early age, after passing a county examination. He then graduated from Muskingum College, Ohio, and next went to Nebraska to teach. In 1901 he graduated from the University of Nebraska with the degree of A.B. In 1908 he received his M.A. from Columbia University, and while there studied under Doctors Strayer and Kilpatrick. In Nebraska he held superintendencies at both Holdredge and Hastings, being three years at each place. In 1911–13 Mr. Thompson was principal of the Goldfield, Nev., high school. At that time Miss Helen Heffernan, chief of the Division of Elementary Education of California, was a student. After this came five years as principal of the Brawley high school, and during the past thirteen years Mr. Thompson has been district superintendent of the Whittier grammar schools.

While in Whittier Mr. Thompson has seen the gradual development of the school system, numerically, physically, and educationally. In 1921 the pupils numbered 1275; the enrollment now is around two thousand, with seventy-two teachers employed in seven schools. During his régime four new school sites have been purchased and four school buildings of reinforced concrete were constructed. A feature that Mr. Thompson has always stressed has been the environment of each school. Each school has a definite scheme of landscaping, with trees and flowers selected to fit that scheme. That of the Jonathan Bailey is English; John Muir, Californian; Lydia Jackson, Italian; Longfellow, Colonial, etc. Also, each school has many pictures in keeping with the type of school. In play apparatus and courts for tennis, basketball, volleyball, and handball the schools are well equipped. On the educational side the program has always been conservatively progressive. New procedures have been adopted when proved successful. The inculcation of thrift always has been one of Mr. Thompson's aims, and the school savings accounts of the pupils have been very large. During these depression years the Whittier schools have been run economically. There has been a decrease of 41.67 per cent in the elementary tax rate, taking into consideration the 1930–31 and 1933–34 rates.

The reorganization of the administration plan of the Los Angeles City school system has been something that has been advocated more than a decade. It has always been felt by those in direct charge of administrative educational functions that the correct organization should be a superintendent in charge of all functions directly responsible to the Board of Education, instead of three departments of business, auditing, and education, each separate and distinct, under the Board of Education. The eight-month survey of the Los Angeles City situation by Doctors Osman R. Hull and Willard S. Ford of the department of education of the University of Southern California and their report for reorganization brought the matter to a head. The report in brief called for the making of Superintendent Frank A. Bouelle superintendent in charge of all functions of the Los Angeles City school district. It recommended the appointment of a chief deputy superintendent, whose work was to bring about the coördination demanded in this new plan. It also recommended that the city be divided into six districts, with a district superintendent in charge of education in that district from the kindergarten through the high school. The Los Angeles City Board of Education adopted this new plan of organization around the first of May. And in looking around for a person to fill the new position of new chief deputy they decided that one who had taken part in the survey naturally would know more about its objectives and would be the one to put them into action. Consequently Doctor Willard Stanley Ford of U. S. C. was appointed chief deputy at a salary of $9000 per year, and he took office May 7.

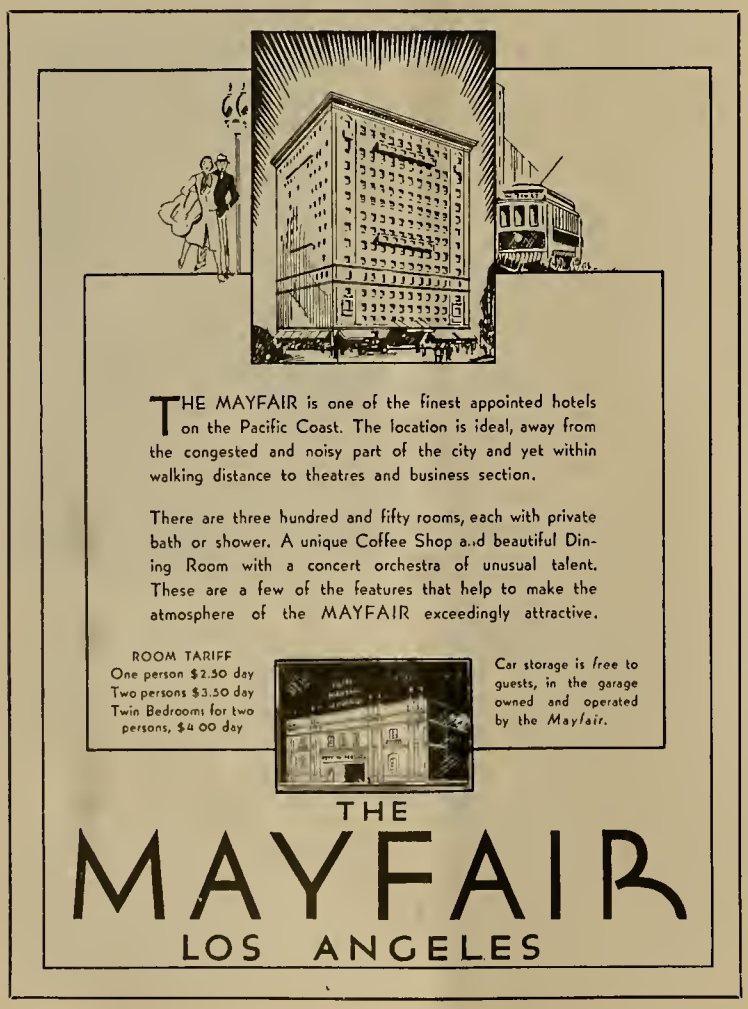
Doctor Willard S. Ford, Chief Deputy Superintendent, Los Angeles City Schools.

The School of Education of the University of Southern California has seen its development during the past fifteen years under the leadership of Doctor Lester B. Rogers, dean of the School of Education, from a comparatively insignificant place in the field of education to one ranked among the leaders with Columbia, Chicago, and Stanford. The past ten years has seen the greatest development at U. S. C. Doctor Rogers has grouped around him a number of enthusiastic young men. In 1926 he secured the appointment of Doctor Willard S. Ford to the U. S. C. education faculty. That year Doctor Ford had just secured his doctor's degree in education from Columbia University. Now Doctor Ford leaves the university for a work of practical demonstration.

Doctor Ford always in his college work has been a specialist in educational administration. While at Columbia he took part in the educational surveys of Cranford, N. J. Tampa, Fla., and Port Arthur, Texas. During his eight years at U. S. C. Doctor Ford and Doctor Osman R. Hull have made educational surveys and recommendations of the following Californian cities: Monrovia, Santa Monica, Alhambra, Santa Ana, Huntington Park, El Monte High School District, Manhattan Beach, Glendale, Los Angeles, and also they were on the staff of the 1931 taxpayers' survey of Pasadena.

Doctor Ford in his new position has outlined the development of a three-point program: (1) The adoption and installation of a central organization which will involve the careful selection of personnel for all key positions, the elimination of overlapping functions, the definition of duties of each position, the establishment of a new routine, the reorganization of the administrative code of the Board of Education. (2) The development of the morale of the entire staff, which calls for the fixing of goals for each type of position, development of confidence by a square deal for every employee, security for all sincere, honest, and efficient employees, and elimination of the inefficient and those who refuse to coöperate for the best interests of the schools. (3) The development of public support for the schools and confidence in the Board of Education, administrative staff, and the teaching force through the practice of courtesy to all, the development of efficiency in administration of the schools, the giving of honest and intelligent information in regard to the schools, a satisfactory administration of rehabilitation of the school buildings; and the assistance of the teachers in an educational program of broad social significance.

The record of Doctor Ford as given in "Who's Who" includes the following facts: Born, Monticello, Wis., April 20, 1890; A. B. Lawrence College, Appleton, Wis., 1915; University of Wisconsin summer session, 1916; Stout Institute, summer, 1919; Teachers' College, Columbia, 1925; Ph.D., 1926; teacher rural school, Wisconsin, 1908; teacher grammar grades, Elmwood, Wisconsin, 1907; teach science and mathematics, Fort Atkinson, Wis., 1913–16; superintendent schools, New London, Wis., 1916–19; director vocational education, Appleton, Wis., 1919–24; lecturer University of Missouri, summer, 1926; professor of education, University of Southern California since 1926, also assistant dean of School of Education, U. S. C.; Phi Betta Kappa.



THE FIRST VOLUME of "The Community Life Series," edited by Thomas Hopkins, curriculum specialist of Lincoln School and associate professor of education, Teachers' College, Columbia University, and Lorraine Miller Sherer, director of curriculum, Los Angeles County Schools, and written by Jane Miller, titled "Jimmy, the Groceryman," and published by Houghton–Mifflin Company at a list price of 64 cents, has just come from the press. Two other books of this series are in process of construction. One is titled "Heigh-Ho! to Market We Go," the other is to be "A Little Book on Shops."

"Jimmy, the Groceryman," is a social studies reader for the second grade. Its table of contents outlines a true perspective of what is in a grocery store and how it is run as shown by such headings as, A Secret, Jimmy's Big Surprise, The Butter Man, The Bread Man, The Egg Man, Jimmy Learns About Prices, Filling the Shelves, A Small Customer and Her Dog, Weighing Sugar and Beans, The Salesman Comes, A Little Truck, The Health Inspector, The Scales Inspector, Grandfather Makes Some Specials, Customers. All of which are an outgrowth of Jimmy's activities in his grandfather's grocery store.

The book is printed in good-sized type, with sixty-seven colored illustrations by Elmer and Berta Hader. It contains ninety-six pages.

What makes the book of more than usual interest besides its intrinsic worth is the fact the Jane Miller is the mother of Lorraine Miller Sherer. Jane Miller is a former teacher, and one son and two daughters have followed in her footsteps and are in the educational work. "Jimmy, the Groceryman," is the result of close coöperation between Jane Miller and her daughter Lorraine Miller Sherer. It has a pleasing style, a well-checked vocabulary, and is bound to have wide use in units of work dealing with grocery stores.

It is interesting to know, also, that Jane Miller is the writer of charming poetry for children as well as the writer of children's schoolbooks. A volume of verse by her is expected some time in the future.

THE LOS ANGELES *Times* recently published a list of the salaries of all of the Los Angeles school district employees that amounted to $3000 and over. An analysis showed that noncertificated employees averaged $200 more per year than those certificated for teaching purposes.

THE GARVEY SCHOOL DISTRICT, under the direction of Mrs. M. Rosenberry, district superintendent, while considering the earthquake-proofing of the district's buildings, has placed all pupils in tents on half-day sessions. The voters of the district decided recently by a vote of 8 to 1 to authorize the expenditure of a surplus of $52,000 over the 5 per cent increase allowed by law for rehabilitation purposes. This has not been expended yet, as it is not enough for the strengthening of all of the five schools, and the district, on account of the drop in assessments,

is now overbonded. The school program, in spite of these conditions, is going on quite excellently.

The schools of Riverside under superintendent Ira C. Landis have been undergoing a very successful scholastic year, in which nothing radical has been attempted, but there has been progress in the field of integration through the broadening of the scope of various units of work. Mr. Landis in his supervision does not urge an uprooting, but advises the moderate use and application of all new things. The spirit of the community in support of the schools has been very fine, and it has aided much in the year's success. A new shop costing around $25,000 for the high school is to be soon completed, and $40,000 is to be used for the rebuilding of an elementary school to be finished some time this summer.

The regimentation of education is rapidly on to the discard. There was a time when it was considered necessary that every student should be schooled in certain fundamentals. Now no one will agree on any fundaments unless it is the ability to read and to know the connotation of more than a few words. Individualism is again on the rampant. Every child to seek and attain whatever his soul listeth which he thinks is to the satisfaction of his inner being.

Recently we had the delight to be present at a meeting of principals and supervisors of the city of Long Beach. H. S. Upjohn, Superintendent of the Long Beach schools, is an ideal superintendent when it comes to the matter of allowing his principals and teachers a free expression as to their individual educational beliefs. It is not held against them if they give expression to an educational policy that is opposite to the belief of the Superintendent. It is the idea of Superintendent Upjohn that out of the free discussion of all sides of a controversial question a workable line of attack will be forthcoming.

At this meeting was Walter R. Hepner, chief of the department of secondary education of California. He laid before the meeting his ideas of the problems confronting secondary education He called for a reorganization of curriculum, which he declared was out of step with the times. He advocated a program of experiences to meet modern needs. He suggested that the basis of secondary work should be that of the elementary field—of an activity based upon interest. He called for a richer offering of subject-matter for those students not going to college. He desired the getting away from artificialities such as marks, which he did not consider the measurements of a pupil's success. He wanted to get away from the emphasis upon subject-content. He thought new methods of high-school teaching were in order, and that a teacher should be a guiding factor rather than the giver and receiver of information.

The next speaker on the program was Clarence H. Woodruff of the Long Beach Superintendent's department, who had as his theme the putting into active operation in the Long Beach Schools of a progressive program of education that would inculcate many of the things advocated by Mr. Hepner. Mr. Woodruff developed his subject without mentioning such a word as integration. He explained later that there were so many definitions of that term that he was not sure which one would be adaptable to his progressive ideas. He looked upon education as a functional process. He believed that only through self-activity could come development in a student. He considered subject-matter a means to an end and not an end in itself. With education an individual matter, he considered the teaching of units of work as to how they would fulfill a social function, and also as to how they would fulfill an individual function. He thought that the development of a unit of work should come out of the assistance given by various departments. In other words, the idea was given that an integrated unit of work would be a matter of subject-content viewed from many angles with the guiding assistance of persons of various departments.

The other side of this progressive program was given by William A. Goggin, who, by the way, is a Down-Easter—a graduate of Brown and a person to be shown. Mr. Goggin's thesis was that he is just as progressive in his viewpoint as those advocating integrated units of work His idea was that it is the individual who does the integrating and that it is a personal matter. He observed that teachers in all subjects always had been doing integrated work. He felt that if instruction was given in various fields of knowledge when the time came the individual would integrate that knowledge to solve his own problems. He stated that he believed life was not a wholly integrated problem. He said most lives were divided into four parts, and that each part had little to do in integration with the others. He said, first, one learns a living—a vocational aspect of life; second, one lives in a state—a civic aspect of life; third, an individual gives himself to recreation—leisure time; and, fourth, one belongs to a family. In life, he claimed, there is little integration between the four. They each demand and claim a different set of experiences, therefore Mr. Goggin claims that everything is not wrong in teaching certain things about certain subjects and demanding that pupils do learn something definite. Thus ended the argument, and it had just begun.

Of interest along this same line is the work done in the Lindbergh Junior High School under the direction of B. W. Wilson, who is also principal of the North Long Beach High School. In the Lindbergh Junior High School for two hours each day an integrated set-up is programmed, based essentially upon the studies of art, English, music, science, social studies, and physical education. A unit of work such as Greece and Rome is given. For eight weeks there is the development of this unit from the viewpoint of the art teacher, the music teacher, the science teacher, the history teacher, and on down the line. Each teacher in her field attempts to give a perspective from that angle. After eight weeks of this kind of study, a test is given. The test is of this nature, in that it consists of two weeks of research in one of four fields—written, oral, physical, or manual. A pupil selects a topic or unit of work he

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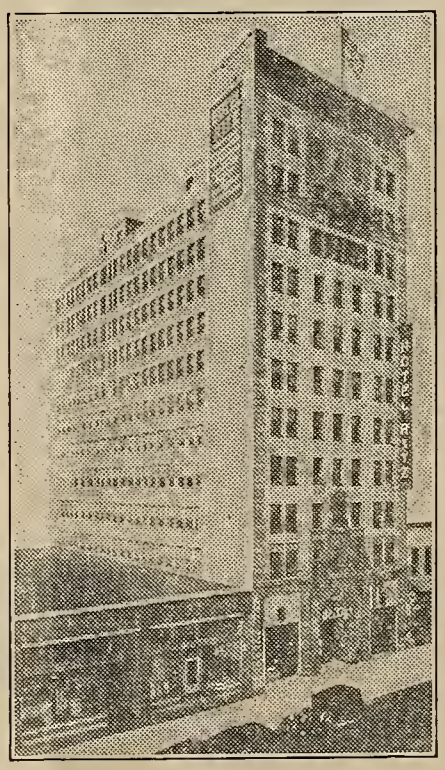

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wants to develop. He then goes upon his own and any time during that period he may call for assistance from any of the teachers in the group His passing grade is determined as to how successful he has been in solving the problem he has set before him. Next year M. Wilson is hoping to lengthen this integrated period set-up to three hours per day, in which one hour will be given to study, the second hour to activity, and the third hour back to work.

This is Mr. Wilson's tenth year in the Long Beach system. He is a graduate of the Colorado Teachers' College at Greeley, Colo., and has an M.A. from Stanford University. His experience includes that of rural school teacher, five years as district superintendent in Idaho schools. He came into the Long Beach system as a teacher, was made vice principal, and for the past eight and a half years has been a principal.

EMIL LANGE, coördinator of curriculum and research, Long Beach, has during recent months been making a thorough survey of selected phrases of secondary education in California. He has had sent out to all principals of California secondary schools a five-page printed form with pertinent questions as to current procedures and new departures. With an analysis of the hundreds of replies Mr. Lange believes he will have some interesting and valuable suggestions for the reorganization of secondary education. The five questionnaires are as follows: Section I—The Program of Studies; Section II—Selected Curriculum Practices and Assumptions; Section III—Provision for Individual Differences; Section IV—Advisory or Guidance Program Section; Section V—Relation Between School and Community Life.

JOHN S. REID is ending his tenth year this spring as district superintendent of the La Mesa–Spring Valley schools. With the growth of the community these last few years, the school population has increased to around seven hundred pupils. The school boasts of very fine appearing school buildings, of Mission type architecture, that up to the time of Long Beach earthquake were considered the last word. With most of the school buildings in California, they do not come up to the severe state standards now demanded. What is to be done in regard to them in that matter has not yet been decided. *El Patio Newsette* is the monthly publication of the La Mesa P.–T.A., and is a fine medium of gaining coöperation between parent and school.

THE APPOINTMENT of Will E. Wiley, district superintendent of the Lodi elementary schools, to the district superintendency of the Whittier grammar schools has just been announced by the Whittier board of trustees. Mr. Wiley has been superintendent in Lodi for a number of years and has gained an enviable reputation as the champion of the newer methods of education. In San Joaquin County he has been one of the leaders in county course of study work carried on in seminars under the general direction of the department of education of Stanford University. Mr Wiley will enter upon his new position the 1st of July.

THE SANTA BARBARA junior high school, under the principalship of Roy P. Eichelberger, moved into their magnificent new plant this past year. This new junior high was established upon a new site at a cost of approximately $600,000 for site and buildings. The plant has a capacity of 1200 students, with an enrollment now of 800. The style of architecture of the buildings is of course the Santa Barbara type of Spanish architecture. The construction is of reinforced concrete, and, as is all buildings erected in Santa Barbara since the earthquake of several years ago, is earthquake proof. The wings of this plant contain the shops and there is a very fine auditorium with stage equipment. Since moving to this new building Mr. Eichelberger has seen the improvement in the spirit and appearance of the pupils. They have commenced to act and dress in keeping with the attractiveness of their surroundings. The building they

had moved from was the wreck of the old high-school plant which was their original home.

This is Mr. Eichelberger's seventh year in Santa Barbara, six of which he has been in his present position of principal. Before coming to California Mr. Eichelberger was prominent in the Northwest. He is a graduate of the University of Idaho, with the degree of A.B., and has an M.A. from Columbia University While in Washington Mr. Eichelberger was superintendent of Ritzville for seven years and was superintendent of Longview for two years. Before coming to Santa Barbara he was in the San Jose junior high schools for two years, the last year and a half there as vice principal.

The Bakersfield Chapter, Future Farmers of America, Kern County Union High School, Bakersfield, Cal., has become a publisher. It is the publisher of "Principles of Landscape Designing—A Simple Guide for Planting City or Country Home Grounds," by Harry L. Holmes, instructor in horticulture, Kern County Union High School, Bakersfield, Cal. The copyright of the publication is 1933. Single copies can be secured for 65 cents net, with a quantity price of 50 cents net.

Mr. Holmes wrote this admirable brochure on landscape designing and presented it to the chapter. What money is made from the sale of the pamphlet will be used by the boys in forwarding their agricultural projects. This booklet is something that would be most useful for a unit of work of two or three weeks in a regular high-school biology class, and would tie up the study of biology with a real practical problem. It is, of course, a most essential aid for any class studying landscape designing. Libraries, both public and school, would find the pamphlet most useful, especially the lists of trees, flowers, and shrubs for specific locations, in the back of the treatise.

The content is as follows: 1. Landscaping—Its Advantages 2. Natural and Unnatural Planting. 3. Use of Planting Material. 4. Qualities Essential to a Good Plan. 5. Selection of Material. 6. Care in Planting. 7. Use of Water. 8. Making a Lawn. 9. Planting the Small City or Suburban Lot. 10. Planning and Planting the Farmstead. 11. Organized Town Planting. 12. Care of Trees and Shrubs. 13. Water and Rock Gardens. 14. Garden Fixtures. 15. Propagation of Ornamentals. 16. Desirable Plants for Specific Locations.

The booklet is illustrated by some fifty original cuts. It is seventy-five pages in length. Orders for the booklet should be sent to Future Farmers of America, Bakersfield Chapter, Kern County Union High School, Bakersfield, Cal.

The Department of Agriculture of the Kern County Union High School, under the direction of H. K. Dickson, head of the department, has become one of the largest departments of agriculture in the high schools in California. Around four hundred students are now enrolled in the department. With the purchase of a 100-acre farm by the board of trustees of the high school district, the work will be greatly furthered. Ground up to the present time has been rented. This summer the new farm will be put in shape for occupancy by the building of farm structures and their equipment. Mr. Dickson and his corp of assistants are enabled to carry on a cumulative progressive program, as the students commencing agriculture work in high school continue on in junior college under their direction. One of the features each year is the publication of a pamphlet of the activities of the Kern County Union High School department of agriculture by the K. C. U. H. boys' agriculture organization. This year the issue will feature dairy cattle. Some 3500 copies are distributed free.

"Pertinent Facts About California Public Schools," prepared and published by the California State Department of Education in April, 1934, under the direction of Superintendent Vierling Kersey of California, is a little booklet of twenty-nine pages of valuable facts for those who desire information for the defense of public education in California. The booklet presents in concise form the answers to some of the questions most frequently asked. It was prepared by members of the State

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* * *

THE VENTURA city schools, under Superintendent E. L. Van Dellen, are operating under the 6-4-4 plan. Mr. Van Dellen is in agreement with the new educational philosophy of an activity program in the primary grades. He also has furthered the development of an integrated English social science course of study in the junior high school, under direction of Principal M. E. Mushlitz, which is under the immediate guidance of Verlin Spencer, departmental head of integrated social studies.

This junior high school integrated program has been developed to such an extent that Walter R. Hepner, chief of division of secondary education for California, has been quoted as saying that the Ventura Junior High School, under Mushlitz and Spencer, has done the most and best work in this newer development of an integrated procedure of any junior high school in California. An enrollment of 1200 pupils in the junior high school has facilitated the experiment.

In order to bring about a similarity of educational effort in regard to the newer procedures between the elementary grades and the junior high school, Mr. Van Dellen is promoting Mr. Spencer to the position of supervising principal of the city's four elementary schools. In this position Mr. Spencer will work out of the main office, have charge of course of study work, supervision of building principals, selection and purchase of supplies and books, and will endeavor to establish an integrated program in the elementary grades that will correlate with that now going on in the junior high school. Mr. Spencer will commence the work of his new position next school year. William C. Quandt of the junior high school is to be promoted to the position made vacant by Mr. Spencer accepting the new office.

Both Mr. Mushlitz and Mr. Spencer are school men that came originally from out of the state. Mr. Mushlitz has his A.B. from the University of Idaho and his M.A. from Stanford University. This is his fourth year in Ventura; the first two years he was vice principal of the junior high school, the last two he has been principal.

Mr. Spencer has his A.B. from the Colorado Teachers' College at Greeley, Colo., and his M.A. from Stanford University. In California he has taught in the intermediate school at San Rafael and in the secondary schools of Santa Ana. For the past two years he has been head of the department of integrated social studies of the Ventura Junior High School.

A contribution to all of those superintendents, supervisors, principals, and teachers interested in the subject of and the working out of an integrated curriculum is the 206 mimeographed account of "An Integrated English–Social Science Course of Study for the Seventh and Eighth Grades in the Ventura Junior High School, Ventura, Cal." The curriculum committee in charge of this project is listed as M. E. Mushlitz, principal and adviser; Verlin Spencer, committee chairman; J. H. Pendleton, vice principal; R. Clark, seventh grade; W. C. Quandt, seventh grade; G. L. Ogden, eighth grade; Carrie Egan, eighth grade. The copy reviewed is of September, 1933. There will be a revision of this printing out of the results of this year's use of the course during the coming summer.

In his foreword Principal M. E. Mushlitz states the following: "As written, this course presumes that all objectives are in terms of child interest and guidance rather than in terms of subject-matter. For the teaching of the child a room set-up has been devised in which two teachers share one laboratory and in addition each has an adjacent room for regular class work. Each laboratory is equipped with tables and chairs, ample bulletin-board space, and a large amount of shelving for book displays, etc. Also, each of these rooms is equipped with a rather large library chosen for these particular grades. Teachers will recognize that the success of the entire set-up depends upon the intelligent use of the room laboratories, and must never forget that this a unified course, and not two courses taught in the same period."

We find in this treatise a general introduction of five pages in which definite instructions are given to teachers as to methods of procedure. We find that the committee believes that in language usuage there should be regular drill. The committee states: "The teaching suggestions throughout the course of study have been general. The teacher is therefore reminded of the necessity of a definite provision for drill in certain language fundamentals. Scientific investigation has proven the short and frequent drill period the most effective. The teacher is advised to have not less than three fifteen-minute periods of drill in language usage each week. The seventh grade teachers will use "Elementary English Workbook," Book IV, by Deffendall, for this purpose; the eighth grade teachers will use "Spoken Drills and Tests in English," by Cage.

The units of work as outlined in this integrated course of study are as follows: Seventh Grade, First Semester—Part I, Unit I, Our Changing Civilizations. Unit II, The American Standard of Living. Unit III, The Industrial Revolution. Unit IV, Transportation and Communication. Unit V, Interdependence in the Modern World. Part II, Unit VI, Europe Before the Industrial Revolution. Unit VII, How England Became Modern Industrial Great Britain. Unit VIII, France: Both Farmer and Manufacturer, the World's Second Largest Empire. Unit IX, Germany: A Powerful Industrial Country and the Center of European Trade.

Second Semester—Part III, General Introduction. Unit X, Russia: A Changing Agricultural Nation. Unit XI, Geography of Europe. Unit XII, Europe from 1914 to Today. Unit XIII, China: A Changing Agricultural Civilization. Unit XIV, Japan: An Ancient Island Empire Which Is Becoming a Modern Industrial Nation. Unit XV, Latin America. Unit XVI, Summing Up Changing Civilizations in the Modern World.

Eighth Grade, First Semester—Introduction. Unit I, Discovery and Exploration of America. Unit II, Study of Indian Civilizations. Unit III, Founding of the American Colonies. Unit IV, The Struggle for the Red Man's Continent. Unit V, America's First Steps Toward Democracy. Unit VI, Establishing of the American System of Government. Unit VII, The First Years of National Government. Second Semester—Unit VIII, Life in the New States and the Great Westward Movement. Unit IX, The Great Sectional Conflict: One United Nation or Two. Unit X, The Struggle Over Government in the Age of Big Business, 1865-1914. Unit XI, The Changing Culture of the American People. Unit XII, The United States after 1914. Current Problems.

Appendix. English Essentials. Dictionary Drill.

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL,
County Library Organizer, State Library.

Annual Library Convention

THE twenty-fifth annual meeting of the California county librarians, which convened the afternoon of May 1, 1934, in Hotel Vista del Arroyo, at Pasadena, was delightfully informal and helpful. Miss Mabel R. Gillis, State Librarian, presided and Miss Frances M. Burket, secretary-treasurer, presented reports for the year.

Among the subjects discussed during the sessions of two days were matters pertaining to county library service to schools; work with children; branch cataloging; use of public documents; requirements for registration of borrowers, and information regarding the most satisfactory supplies for cleaning and mending books.

A description of new headquarters and branch buildings brought forth vivid mental pictures which were supplemented by photographs on exhibit. Mrs. Henrietta G. Eudey, librarian, Amador County Library, reported that their very attractive and satisfactory building was constructed almost entirely from local material. She said much more work had been accomplished in the same time since they had the advantages of the new building. Miss Jessie Lea, librarian, Contra Costa County Library, told of their two well-arranged rooms on the ground floor of the new Hall of Records. One room is used for the school department of the county library. Miss Joy Belle Jackson, librarian, Tuolumne County Library, said provision was made in the Memorial Building at Sonora for their present county library headquarters.

The new branch library building at Snelling, the former county seat of Merced County, was described by Miss Minnette L. Stoddard, librarian, Merced County Library. This brick building was erected by CWA workers and is located on a corner of the old courthouse lot. The bricks came from a torn-down pottery plant; the rafters from old timbers of a former bridge over the Merced River and the stone fireplace from rocks gathered where gold-dredgers were working in the vicinity. Interesting facts concerning a branch building under construction at Lindsay were related by Miss Gretchen Flower, librarian, Tulare County Library. A pleasing picture was given by Miss Mary Barmby, librarian, Alameda County Library, of prospective headquarters for the county library in the new courthouse for Alameda County. She also told of the new quarters for the Albany branch library.

An original idea of Miss Marjorie Kobler, librarian, San Diego County Library, to assist the rural teachers to care for fugitive material such as clippings, pamphlets, pictures, etc., was demonstrated concretely by two very attractive chests made of dynamite boxes obtained from county road stations. Inside these clever filing cabinets were displayed folders held upright by book-ends made by bending automobile license plates in half. There was much interest in this exhibit.

Time was allowed for group conferences and visiting of libraries and their branches. Miss Helen Vogleson, librarian, Los Angeles County Library, arranged a very interesting tour of branch libraries which included San Gabriel, Montebello, Belvedere Gardens, Maywood, Huntington Park, and Lynwood. A stop was made at the county library shop where shelving and furniture for the branches are made or remade. The tour ended at the headquarters of the county library in the Broadway annex to the Hall of Records.

The always enjoyable annual dinner for county librarians and members of their staffs concluded the activities of the first day, and the evening of the second day the county librarians joined the other members of the C. L. A. in the first general session of the convention.

The first general session opened with vocal selections by a group of staff members of the Los Angeles County Library, followed by greetings to the California Library Association by Miss Jeannette M. Drake, librarian, Pasadena Public Library, and a hearty welcome to Pasadena by Edward O. Nay, Chairman of the Board of City Directors.

The theme of the convention, "The Library in the New Social Order," was the subject of the address by Miss Jasmine Britton, president, California Library Association, and emphasized the great practical and inspirational importance of libraries.

The report on the Citizens Library Council by Miss Mabel R. Gillis, State Librarian, revealed a most encouraging active interest in the welfare of libraries on the part of leading citizens of California and organizations whose influence is widespread. The report was followed by inspiring comments from Rabbi Edgar F. Magnin, Los Angeles, and approval by Robert S. Person of La Canada, Los Angeles.

A very interesting address on "The New College" by Clarence Howe Thurber, president, University of Redlands, in which he emphasized individual instruction disclosed an unusual and close relationship in thought between the beginning of formal education in the elementary schools, where individual instruction is now in vogue, and its ending in the proposed "New College."

Prominent speakers at other general sessions were Miss Edith M. Coulter, School of Librarianship, University of California, whose paper on a "State Code of Ethics for Librarians," followed by a discussion led by Miss Susan T. Smith, librarian, Berkeley Public Library, brought forth commendation and the desire to let California be first in forming a code in harmony with the ideas of the A. L. A. A committee was authorized for that purpose.

John Boynton Kaiser, librarian, Oakland Public Library, explained the A. L. A. Retirement Plan as recently adapted to Oakland conditions.

Graham Allan Laing, California Institute of Technology, gave an informative address on the "Literature of the New Economics."

The subject of "Private Presses and Fine Printers of California" was delightfully presented by Carl I. Wheat, editor of "Dame Shirley Letters," Grabhorn Press. He paid tribute to Edwin Grabhorn, John Henry Nash, and other fine printers of California, and spoke of the preponderance of private presses in Northern California. Before closing he digressed to express publicly his keenest appreciation of the California State Library.

Doctor Malbone Graham, professor of political science, University of California at Los Angeles, in speaking on the subject of "Soviet Russia Today" declared in its initial stages communism is always destructive, and that the Russian revolution has moved through the destructive period and is now in the phase of planned economy. He urged his audience to understand it as a factor they could not afford to neglect. His lecture was preceded by folk dances of old Russia marvelously performed by Russians.

A masterly presentation of "Book Reviewing in Review" by Helen E. Haines of Pasadena, followed by "The Poet's Place in His Time," by Hildegarde Flanner of Altadena, closed the fifth general session of the convention.

Breakfast meetings and section meetings were replete with speakers. One speaker, presented at the Public Relations Luncheon by the chairman, Miss Amy L. Boynton, librarian, Lodi Public Library, was Bruce A. Findlay, in charge of public relations of the Los Angeles Chamber of Commerce. Mr. Findlay warned the librarians when writing publicity to remember the five w's—who, what, when, where, why—and get them all into the first paragraph in order to have their stories receive consideration. He offered numerous helpful suggestions and closed his forceful, entertaining talk by urging the librarians to dramatize the library for the public if they wished favorable publicity.

Harriott E. Hassler, substitute children's librarian at Chatham Square Branch, Public Library, New York City, spoke most entertainingly on "Beginnings of Children's Libraries in Italy" at a breakfast session on "Library Work With Young People." It all started with the International Book Fair, and later the Book Fair in Italy, when Mussolini instructed the book publishers to place particular stress on books for children, as he felt too little attention was paid to the children's reading.

In Florence, on a side street near the Cathedral, Miss Hassler found a children's library. It was a bookshop where children could come and read, but the books did not circulate. The books were carefully selected to be sure of their political regularity as well as literary and artistic value. Miss Hassler displayed a number of Italian children's books. Practically all had paper covers, were well illustrated and attractively printed. The schoolbooks were particularly interesting, as one book contained the child's complete year's work. For example, a third-grade book had literature, geography, religion, and arithmetic between the two paper covers.

Miss Hassler had no idea of trying to impose her American methods upon an Italian culture. However, with the help of Miss Anne Carroll Moore of the New York Public Library and others in the way of books, other material, and articles about American children's library work, the directress of the bookshop became so interested she set off for Rome to lay the matter before Il Duce. It was the reading by Mussolini himself of Miss Moore's book "Nicholas," explaining children's library work in France, which carried over the idea and made children's libraries an assured thing. Public libraries for young people are now springing up over Italy. So far they are for reading only, but undoubtedly in time will be also for circulation.

The convention program included a banquet and several tours. Approximately four hundred librarians attended the "Banquet—Way Down South," where the decorations, menu, and entertainment were suggestive of the South. Negro singers and dancers afforded most unusual entertainment. The tours included a visit to La Miniatura Museum in the famous home of Mrs. G. M. Millard, a garden tour, and a visit to the Henry E. Huntington Library and Art Gallery, followed by tea served in the garden.

Besides the priceless collection of printed books, manuscript volumes, autograph letters and documents, there was a special California exhibit of sixty-five items. A copy of the Los Angeles *Star*, July 17, 1852, with an account of the Fourth of July celebration, vied in interest with "The Laws of the Town of San Francisco," printed in the office of *The Californian* in 1847. The latter item is the only known copy in existence. The entire collection was extremely interesting. Librarians who had visited the art gallery before looked as eagerly for "The Blue Boy," "Pinkie," "Master William Blair," "Mrs. Siddons as the Tragic Muse," "Diana, Viscountess Crosbie," and other masterpieces as if it were a first visit.

Besides the librarians, book men with their exhibits and others from within the state who enjoyed the program, tours, and hospitality for which Southern California is famed, there were several out-of-state librarians in attendance. Among them were Doctor Louis R. Wilson, dean of the graduate library school, University of Chicago, who is in California to study the county library system and visit county libraries and the state library; Helen Ferris, editor *Junior Literary Guild*, New York City; Anne M. Mulheron, librarian, Portland Public Library; Jane Hudgins, librarian, Phoenix Public Library, and Mrs. Nina Vannicoff, a Russian librarian, who recently graduated from the Columbia University library school and has been in California studying the county library system.

At the closing session the following officers were elected for the ensuing year: President, Eleanor Hitt, assistant state librarian; vice president, Blanche Galloway, librarian, Madera County Library; secretary-treasurer, Mrs. Hazel Gibson Leeper. Miss Althea Warren, librarian, Los Angeles Public Library, was elected C. L. A. delegate to the A. L. A. Council.

Following the close of the C. L. A. convention, the California School Library Association, Southern Section, held an afternoon meeting beginning with a luncheon in Hotel Vista del Arroyo and ending with a tea on the beautiful grounds of the hotel. Elizabeth Neal, librarian, Compton Junior College, presided. A "Half Hour of Book Evaluations" by school librarians was followed by a talk by Helen Ferris, editor *Junior Literary Guild*, New York City, on "Boys and Girls Know What They Like." She told of the joys and the difficulties of book-making and declared that book-making bristles with problems.

After a brief recess, followed by a business session, the librarians adjourned to charming out-door surroundings, where the second speaker, Monica Shannon of Santa Monica, author of California Fairy Tales, "Tawnymore," responded to the alluring subject "Once Upon a Time."

The way the large gathering lingered over tea and dispersed reluctantly was a tribute to the success of the meeting.

BOOK REVIEWS

Modern Graded Dictation, by Newman. Published by Ginn & Co., San Francisco and Boston. 440 pages. Price, $1.40.

A selection of business letters and kindred articles for use in the practice of dictation in the school or at home.

Teachers and Teaching, by Ten Thousand High-School Seniors. Compiled by Frank W. Hart, Ph.D. Published by the Macmillan Company, San Francisco and New York. 285 pages. Price, $1.50.

The result of a questionnaire conducted among high-school seniors as to best-liked teachers and most unpopular teachers, with reasons given by the students explaining likes and dislikes.

The World Around Us, by Powers, Neuner, and Bruner. Published by Ginn & Co. 475 pages. Price, $1.20.

A text of junior high-school grade having to do with the things around us and their relation to us and to science. This book has been prepared for the junior high-school grades course of study in science.

Human Values in Music Education, by James L. Mursell. Published by Silver, Burdett & Co. 388 pages. Price, $2.40.

A comprehensive explanation of why music should be taught in our schools, setting forth the value of music education.

Practical Arithmetics, Second Book, by Strayer–Upton. Published by American Book Company. 500 pages. Price, 80 cents.

This book covers the work usually given in fifth and sixth grades. Excellent organization of work, with clear explanation given of each phase.

Guided Steps in Arithmetic, First Steps, by Bennett, Conger, and Conger. Published by American Book Company. 391 pages. Price, 68 cents. Second Steps contains 415 pages; price, 72 cents.

These are the first two books of a three-book series. Carefully graded as to difficulty. First Steps is planned for third and fourth grades. Second Steps is for fifth and sixth grades.

When We Were Colonies, "Westward March of Man" Series, by Knowlton and Gill. Published by American Book Company. 370 pages. Price, $1.12.

This is the story of Colonial America, a presentation of the conditions and life of the early American colonists. Historically accurate and well organized.

La Locura de Amor, by Manual Tamayo y Baus. Published by Silver, Burdett & Co. Price, $1.00.

A Spanish drama in five acts in an edition suitable for high-school and college use. The introduction includes an account of the author's life and works, with a brief analysis of this play.

Everyday Economics, by Janzen and Stephenson. Published by Silver, Burdett & Co. 510 pages. Price, $1.68.

An up-to-date text for the study of economics in the high school. This book contains material on the National Industrial Recovery Act, the Reconstruction Finance Corporation, the Home Owners' Loan Act, and other recent governmental legislation and institutions.

The Transitional School, by Cyrus D. Mead and Fred W. Orth. Published by Macmillan Company. 371 pages. Price, $2.25.

This book will be of interest to two classes of teachers—those who are favorable to the activity program and those who are opposed to the activity program. The authors discuss the claims of both types of schools—the subject-matter school and the activity school. The book offers a reconciliation of the two points

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of view and attempts to show how the two types may be combined advantageously.

EXPLORING THE WORLD OF SCIENCE, by Lake, Harley and Welton. Published by Silver, Burdett & Co. 692 pages. Price, $1.76.

High school grade. Unit organization. Text is concerned with both biological and physical aspects of science. The book is designed to meet the requirements of city courses of study throughout the country. The authors have taken into account the findings of the most recent investigations in the field of science teaching, including the Thirty-First Year Book.

JUNIOR MATHEMATICS FOR TODAY, Book Two, by William Betz. Published by Ginn & Co. 438 pages. Price, 96 cents.

Book Two is the second book in a three-book series for use in junior high schools. Book Two extends and completes the work in arithmetic and geometry begun in Book One, and introduces algebra.

ENGLISH IN DAILY LIFE, by Gaston, Chapin, and Nagelberg. Published by Ginn & Co. 547 pages. Price, $1.40.

This book is designed to meet all the ordinary social needs of high-school pupils in the use of language. Illustrated.

MAN'S ACHIEVEMENT: TO THE AGE OF STEAM, by Edwin W. Pahlow. Published by Ginn & Co. 740 pages. Price, $1.96.

A two-year course in world history. In this book world history is presented not as the bare story of what has happened, but as the story of what man has achieved—what he has made to happen. There are four chapters discussing the political and cultural history of the Far East. Many illustrations. Directed readings, questions, and things to do follow each chapter.

TOURS THROUGH THE WORLD OF SCIENCE, by William T. Skilling of the San Diego State Teachers' College, California. McGraw-Hill Book Company, Inc., publishers. 758 pages, 371 illustrations. Price, $1.70.

The author of this book has been a member of the faculty of the San Diego State Teachers' College for many years. He is a devoted student of science and has the ability as a teacher and author to present his subject in a popular form. The illustrations are excellent. The organization is modern and meets the requirements of the most progressive courses of study.

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WESTERN SCHOOL NEWS

NATIONAL EDUCATION ASSOCIATION meeting, June 30 to July 6, Washington, D. C.

THE CIVIL SERVICE COMMISSION, Washington, D. C., announces an open competitive examination for supervisor of secondary education, salary $4600 per year. Full information may be obtained at postoffice or customhouse in any city. Applications must be made not later than May 28, 1934.

HOWARD MCDONALD, vice principal of Balboa High School, was named director of personnel of the San Francisco Public Schools, on nomination of Superintendent Lee. Mr. McDonald was born in 1894 and educated in Salt Lake City. He has been a member of the teaching force in San Francisco since 1924.

MISS ESTELLE CARPENTER, director of music of the San Francisco public schools, attended the national music supervisors' conference in Chicago the week of April 9 to 14. Miss Carpenter has been appointed on three committees, the music appreciation, concert, and hospitality committees, for the convention, which will be attended by 6000 supervisors of music from all parts of the nation. Miss Carpenter is the only life member of the National Music Supervisors Conference on the Pacific Coast, there being only seventeen life members in the entire United States. She is also chairman of the public school music committee of the state for the California Federation of Music Clubs.

THE BOARD OF EDUCATION of San Francisco has provided for a sabbatical leave of absence for teachers on part pay.

SUPERINTENDENT KERSEY and his staff have produced a well organized and carefully edited biennial report of the California State Department of Education for the year ending 1932.

THE CALIFORNIA COUNCIL OF EDUCATION, under President W. E. Givens, has decided to submit for adoption by the people of a plan for the reorganization of the State Board of Education. Herbert Healy of Kern County, chairman of the reorganization of the state department committee, proposed the resolution providing for an elective board and the appointment of a director of education, the term of office to be ten years for members of the board and the director to serve at the pleasure of the board.

THE PUBLIC SCHOOLS WEEK, April 20 to 27, held in San Jose, was a notable affair. The Public Schools Week Bulletin was an interesting publication. Superintendent Baehrodt and W. P. Cramsie and the committee of citizens are to be congratulated on such an interesting Public Schools Week.

WILL C. WOODS, vice president, Bank of America, Oakland, formerly Bank Commissioner of California, ex-State Superintendent of Public Instruction, ex-Superintendent of Schools, Alameda City, ex-teacher in the public schools, was the guest speaker at the Sequoia Club, San Francisco, May 10, 1934. He spoke on "The Land of the Ieas" in an entertaining and instructive manner to a large audience of good listeners.

ARTHUR CHAMBERLAIN was the guest speaker at Mendocino City April 27, Education Week, and at the Sequoia Club, San Francisco, on "Literary Celebrities I Have Met," on May 17, 1934.

HARR WAGNER was the guest speaker at Watsonville, Cal., April 23 to April 26, during Education Week. He spoke before the Soroptimist Club, April 23, on a "Better Social Future"; on Wednesday, 24th, before the Rotary Club on "A Man Unafraid, the Story of Frémont"; to the Twenty-Thirty Club, on "The Literature of the West," on Wednesday evening. His subject Thursday, before The High School Assembly, was "California History"; at noon, before the Kiwanis Club, on "Men and Memories of a Would-Be Publisher"; on Thursday evening, at the community dinner conducted by the Masonic order, "Joaquin Miller and His Other Self." Superintendent MacQuiddy, presided at several of the meetings, and F. D. Burwash of the Bank of America was in charge of the arrangements.

PROFESSOR EDMUND GURNEY will direct a special summer session for six weeks, beginning June 18, in tailoring, pattern-making, grading, and vocational training, in the Hazmore School of Dress, 1179 Market Street, San Francisco, Cal. Professor Gurney is an expert teacher and has been instructor in Long Beach Schools, University of California, San Jose State Teachers' College, and Eastern universities. Write for particulars to Irma L. Hazard, 1179 Market Street, San Francisco, Cal.

ROY CLOUD, Vierling Kersey, and members of the State Department of Education were overworked Educational Week. Their names appeared on many programs in various parts of California.

THE WILLIAMS Institute of Berkeley, on Sunday, May 13, gave a very distinctive authors' breakfast. The arrangements committee consisted of Ruth Comfort Mitchell, John D. Barry, Mary Roberts Coolidge, and others. Ruth Comfort Mitchell was the star performer, and as chairman of the vigilante committee accused the various authors, editors, and publishers present of the innumerable crimes represented in their productions. She has a delicious sense of humor, and expresses it with supreme felicity. There were upwards of a hundred people at the breakfast. Louis De Jean, director of the Williams School of

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Authorship, and author of "Songs of the Air," and Cora L. Williams, the founder of the institution, were sincerely congratulated on the success of the day.

Miss Williams has announced a four-year college offering of a cultural education. This institution has become one of the outstanding institutions in the West, and Miss Williams is ever alert to meet the new conditions in this changing world.

Superintendent David Martin of Alameda County arranged an elaborate program for the various school districts in the county during Public Schools Week. Lorene Killey, rural supervisor, arranged for the installation of unusually fine exhibits. Parents and others showed great interest.

"Pertinent Facts About California Schools" is an attractive booklet issued by the California State Department with a foreword by Vierling Kersey. Copies may be secured by writing to the State Department of Education, Sacramento, Cal.

Superintendent Crawford of the Hawaiian Islands has been appointed City Superintendent of the schools of San Diego, Cal.

George Phillip Morgan, dean of county superintendents of California, will be given a dinner under the auspices of the Lions' Club, in Sonora, June 1, 6:15 p. m. Superintendent Morgan has held office for forty-seven years. The dinner will be followed by a public reception in the Sonora High School building. Mr. Morgan is not only popular in his own county, but throughout the state. His friendly personality, his jovial humor, and devotion to high ideals in education has made one of the most beloved men in California.

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The American Seating Company, at 521 Mission Street, is in the market with splendid service for all kinds of school supplies, including desks, seating, blackboards, maps, globes, etc. If you call on this firm you will receive courteous treatment and prompt service. Send for catalog, American Seating Company, 521 Mission Street, San Francisco, Cal.

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Laws die, books never.—*Lytton.*

Books are embalmed minds.—*Bovee.*

Books—lighthouses built on the sea of time.—*Whipple.*

There is no past so long as books live.—*Lytton.*

Hark, the world so loud and they, the movers of the world, so still.—*Lytton.*

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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
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THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Interdependence of Modern Life.—The tremendous changes now taking place under social readjustments leave no place for millions of individuals. The state and nation will take care of the unemployed. The hospitals will give a home to aged and sick. The special appropriations will give aid to those who suffer by flood, tornado, or epidemic. What of the thousands who fitted into the economic conditions of the past who are now misfits? The peanut man, the hot chestnut man, the door-to-door salesman, the man with the white collar, stock and bond salesman, the suburban lot salesman, the contractor for small homes, the fisherman, and the small store merchant are all more or less misfits. Even in educational journalism, in the Tenth Yearbook of the Educational Press Association of America, there are only four independent journals listed as issued by individuals or corporations. The large majority of educational journals are issued by organizations of various kinds—teachers' associations, social groups, and boards of education.

The individual is submerged. Whether individual initiative will ever take its place again in modern society or whether service will take the place of money as the ultimate result of modern endeavor, will be a constructive plan in the making.

Vacation Days Are Here!—Teachers are making preparations for their summer vacations. Some will go to Europe, some to Japan, some to the Eastern states, some to dude ranches, and some will stay at home and play in their own back yards. The pressure to attend university summer schools and teachers' colleges has been lifted. Thousands of teachers, however, will enroll in the various summer schools. The special schools such as Miss Caroline Swope's at Long Beach, June 25 to July 13, and at Santa Cruz, July 23 to August 10, and the California School of Arts and Crafts, directed by F. H. Meyer, June 25 to August 4, will be popular as usual.

Vacation that involves a change of routine, whether on a dude ranch or in a university, is worth while. Travel also lends to the joy of living and to one's knowledge. The essential theme in vacationing is to do that which you most want to do. The teacher on a vacation is as near to supreme liberty as it is possible to be in this life.

"Am I My Brother's Keeper?"—"On the highway of life, no one owes you a ride"—Edwin A. Lee, San Francisco Superintendent of Schools. Doctor Lee's expressive statement is at first glance very convincing. Long ago, however, the question was asked "Am I my brother's keeper?" Is not society responsible for the hitch-hiker? Our educational leaders should not produce men and women who are hitch-hikers. Modern educational leadership must provide opportunity to the masses. The development of our country, and especially of our educational system, has been marvelous under the present leadership of capitalism, but it has become a menace. We must now break the lock and open the door of opportunity. The man must have a chance with his education and preparedness to earn a car. There is a heavier burden on the parent, the teacher, and especially the leader, than ever before to answer the problem of the millions who are qualified by professional and expert training without the opportunity to give service. Under the trained leadership of the past, our oil, our mineral wealth, our water power, our public utilities, our telephones and many of our endowed universities are organized under a competitive system which closes the door to the weak. Therefore, I am my brother's keeper! He who fights his way upward will drive his own car, but has the hitch-hiker no rights of the road? He is just what our modern educational system and government has made him. Somehow in some way he must be given a ride.

The Passing of Governor Rolph.—Rolph deserves more than a kindly thought of remembrance from the school teachers. During all the years of his administration as Mayor of San Francisco and as Governor of California, he gave generous support to appropriation of money for budgets for teachers' salaries, school equipment, public libraries, and the University of California and teachers' colleges. In his personal contacts with people, he was human and colorful and had an unofficial personality. He knew faces and names and even first names. He was always on the job. Let us name the bridge in his honor. In time schools and other public buildings will bear his name, for he was a man who lived. He knew the abundant life.

Pacific History Stories.—The great city of Los Angeles has changed its course of study in the lower grades. The Board of Education has substituted the attractive and historical features of its own environment for those of Mesopotamia. The change is a rational one, because a child's knowledge is based on the facts that lie nearest to him. The geography and history of Mesopotamia mean nothing to the child unless he has a knowledge of his own environment, so that he may make comparisons. The stories of Balboa, Cabrillo, Drake, Vancouver, Cook, Lewis and Clark, the Discovery of Gold, John Charles Frémont, Kit Carson, and others are of great social and historical interest. Where is the boy whose vision will not be enlarged by the picturesque situation of Balboa, "Silent upon a peak in Darien," or on that September morn in 1513 when he waded into the Pacific—then called the South Sea—and took possession of all the lands touched by the waters of that wide, wide sea in the name of the king and queen of Spain. Then, in 1520, Magellan in his voyage around the world, "In the afternoon they came unto a land in which it seemed always afternoon," and he called his sailors together and said: "Comrades, I will christen the calm, gentle sea the Pacific."

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

Vol. XL, No. 6 San Francisco, June, 1934 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

Charles C. Carpenter has been elected to the superintendency of the Paso Robles city schools. Mr. Carpenter goes to his new position after twelve years of work in Los Angeles County as district superintendent of the Azusa elementary schools. While in Azusa Mr. Carpenter earned the reputation of being a sincere and successful educator. The Azusa schools are ranked among the best in Los Angeles County. One of the features of the school program was a pageant given each spring, written by the faculty, and participated in by every student in the system and witnessed by thousands of spectators. This year the theme was that of the subject-content of the Los Angeles County course of study.

In Paso Robles Mr. Carpenter succeeds the late John R. Raitt, who died last October. Since that time there has been no one filling the superintendency in Paso Robles. The high school has been in the hands of Principal George H. Flamson, Gen W. Speck has been in charge of the seventh and eighth departmental school, and Miss Lorena Edgar has been grammar school principal. In addition to the above mentioned schools, the Paso Robles Union High School District also has jurisdiction over a branch high school at Shandon. Gilmore A. Duncan is principal of this school.

George N. Hale, district superintendent of the Bloomington grammar school, has been elected to succeed Charles C. Carpenter as district superintendent of the Azusa grammar schools. Mr. Hale brings to his new position a wealth of experience gained as teacher in the San Bernardino city schools, principal and organizer of the Arrowview Junior High School, San Bernardino, principal of the John Muir Junior High School, Burbank, and district superintendent of the Bloomington grammar school. In both Los Angeles and San Bernardino counties Mr. Hale has been active in furthering progressive ideas in curriculum and school management. He will be a welcome addition to the fine group of district superintendents now in charge of the Los Angeles County schools.

James B. Davidson, Superintendent of the Marin County schools, will round out fifty-four years of educational work at the end of his present term of office. Commencing teaching in 1879, Mr. Davidson has seen the tremendous growth of education in the United States and in California. In California he is among the group of deans of California educators that include G. P. Morgan, County Superintendent of Tuolumne County schools, and Dan H. White, Superintendent of Solano County schools. Mr. Davidson entered upon his present position in the year 1903. At the end of his current term, January, 1935, he will have closed eight terms as county superintendent of Marin County schools. "Marvelous Marin" is the slogan of the county that lies across the Golden Gate. Sausalito, Mill Valley, Ross, San Anselmo, San Gabriel, Mount Tamalpais, the western litorial shore of San Francisco Bay, wealth of native verdure, redwood trees, sycamore, laurel, oaks, beautiful homes, views of sailing boats, contented cows on contented hills, flowers, a people that believe in good schools, the 700-foot tower of the northern end of the Golden Gate Bridge, ferryboats, interurban electric trains—these are a few of the things that have made living in Marin County worth while. When the history of education in California is written, to Mr. Davidson will go credit for wise counsel, steady acceptance of the proven in education, and an ever-continuing belief in the worthwhileness of the youth of our land.

E. E. Wood, principal of the Tamalpais Union High School, June 7, graduated 128 students. The graduation exercises were of exceptional excellence and a crowd of over two thousand parents and patrons of the school literally jammed the school to its doors. Mr. Wood, at Tamalpais, during his regime of around two decades has built up a remarkable school. Mr. Wood was one of the first originators in California of the unit type of school plant. He has always emphasized vocational education as well as that of more traditional nature. Among the principals of the state he is known as one of the strongest fighters for what he believes is the right of all youth—a free and broad education that will fit the individual into real life problems.

The Springtime Pageant that was to be the culminating demonstration to the citizens of San Jose of what the schools of San Jose were doing in certain fields of education was scheduled twice, and had to be postponed both times on account of unprecedented rainfall for the time of year—June. Consequently, after the second postponement Walter L. Bachrodt, superintendent, canceled the festival for this year.

Seven thousand pupils of the San Jose system of the kindergartens, elementary grades, junior high schools, and senior high school had put in a great amount of preparation for this pageant. One thousand pupils trained in physical education classes were to take part in games of various sorts. Folk dances were to be given by the elementary, junior high schools, and high schools. Glee clubs separately and en mass were to perform. The bands and orchestras of both junior and senior high schools were programmed.

Under A. H. Horrall, assistant superintendent of the San Jose city schools, there has been work upon a revision of the reading course of study. Doctor Clarence Stone has been in immediate charge of this work. In addition there has been a revision of the type of report card. The report card is put upon the "Satisfactory" or "Unsatisfactory" mark type basis. A black S means satisfactory working up to ability. A red S means satisfactory but not working to limit of ability. A black U means uncapable of doing satisfactory work under any condition. A red U indicates capable of doing better work.

Roy E. Simpson has completed a successful first year as district superintendent of the Gilroy grammar school and union high school. Mr. Simpson came to Gilroy from Pomona, where for six years he was principal of the Emerson Junior High School, and during the later period was also principal of the Pomona evening high school. Previous to that Mr. Simpson was prin-

cipal of the Anderson high school for eight years. At Gilroy Mr. Simpson has a pleasant environment to work in, fine school plants, and an excellent corps of teachers.

THE ALBANY CITY SCHOOLS, under Superintendent John F. West, have been undergoing much reconditioning under CWA and SERA projects. Three thousand dollars were spent for the reconditioning of the Cornell School. Sidewalks were put around the Herbert Hoover High School and a start was made upon a new unit at the same plant.

The Albany City Board of Education has recently voted to add the eleventh and twelfth grades to the city high school. This high school has been known as the Herbert Hoover High School—the official name has now been changed to that of the Albany High School. Charles A. Moore, principal of the Albany High School, expects to add only the eleventh year to the school next term and the twelfth grade the year following.

THE ALVARADO GRAMMAR SCHOOL, under Principal James C. Wasley, has given two very fine operetta performances this year. The first was given by the primary grades during Education Week, when they presented the primary operetta, "Mellilotte." At the end of school the seventh and eighth grades gave an excellent rendition of the operetta "Gypsy Troubadour," by Effa E. Preston and Don Wilson. Alvarado is proud of the fact that it has the second largest P. T. A. organization among the Alameda County schools.

THE PLEASANTON GRAMMAR SCHOOL, under district superintendent V. Bernard Johnson, intends to go through another year—the third—with the same faculty, which is a record for any time. Due to the completion of the Hetch Hetchy project a falling off of school population is contemplated. This year, thirty-four were graduated. Mr. Johnson has been stressing a music program tied up to an assembly program. The opportunity is given to each pupil in the school to appear at some time or other upon an assembly program. In these programs Mr. Johnson emphasizes the importance of courtesy and appreciation of others' efforts. Since every pupil is at some time a participant in programs, the idea becomes of real importance.

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THE LAUREL DELL SCHOOL, San Rafael, is one of the latest schools built in that city under Superintendent Oliver R. Hartzell. It is a most attractive building of mission-type architecture and the grounds are beautifully landscaped. Miss Kathryn A. Murray is principal of the school.

THE RICHMOND CITY SCHOOLS, under Superintendent Walter T. Helms for the past twenty years, have never deviated much from the idea of drill in fundamentals, with enough of the new to make a varied and broadening course. With the coming back of popularity of the vertical type of school administration, the Richmond schools are most up-to-date in that regard, for they never have departed from that scheme.

Richmond is one city of California that has maintained its school enrollment, due largely to the opening of the Ford assembly plant, where some two thousand men are employed.

It has been necessary to rebuild only one of the Richmond schools—the Roosevelt Junior High School—in order to bring it up to state earthquake standards. Fifty thousand dollars is being spent upon this building for a partial completion of the project.

THE BOARD OF TRUSTEES of the Hollister Grammar School District are raising the teachers' salaries back to 1928-29 basis.

C. A. Brittell, district superintendent of the Hollister grammar school, has a new three-room unit of reinforced concrete under way that was started under CWA. It is to be completed under SERA, and $12,000 to $14,000 will be the amount spent upon the project.

THE SAN BENITO COUNTY SCHOOLS, under Superintendent Blanche L. Davis and Rural Supervisor Winnie Mae Mackey, have this past year put on an unusually successful progressive plan of education. The results of the emphasis laid upon music have been most noteworthy. Every school of six or more in the county has an orchestra. The third annual county concert was given in the auditorium of the Hollister High School, with 250 pupils participating. The orchestras performed separately and all together. To Henry Bossert, county supervisor of music, is given the credit for such a creditable demonstration.

THE MONTEREY COUNTY SCHOOLS this year, under County Superintendent James G. Force, will graduate approximately 500 pupils. Mr. Force finds his schools in good shape educationally and financially. On the financial side Mr. Force has worked hard with his boards of trustees, so there has been comparatively little distress in his section. The high price of lettuce this spring is putting a better feeling into the county economically than has been prevalent for some time.

Mr. Force is on his thirteenth year as County Superintendent of Monterey County schools. It is his twenty-seventh year of work in education in the county. Before taking the superintendency he was principal of the Soledad grammar school for eleven years.

The record of the schools in Monterey County for the past ten years includes such facts as the more than doubling of the school population, the building of modern school structures and the securing of adequate school grounds, the providing of a carefully superivised course of study, which includes all of the fundamental subjects.

Mr. Force claims that the excellence of the school program in his county is aided greatly by the efforts of his staff, which number the following: Gladys Stone and Charlotte Joy, deputies; James A. Walker, Mrs. Helen Patterson, Mrs. Elmarie Hulbert Hyler, rural school superivisors; O. L. Eckman, director of agricultural instruction and visual education, and J. P. Feliz, supervisor of attendance.

STATE BOARD OF EDUCATION PROCEEDINGS

At the special meeting of the State Board of Education held in the city of Santa Barbara June 9, 1934, particular items of business which were the purpose of the meeting were presented as follows:

A preliminary statement of the status of the relief program of the federal government was presented by the secretary following his return from Washington, D. C. In this connection, the secretary reported that the program was a threefold program and that it was particularly desirable that each of these sections of the program continue in force for the new year beginning July 1, 1934.

The first section of the relief program, which it is particularly desirous to see continue, is that which has to do with the maintenance of a program of unemployment relief for those of white-collar abilities. Especially included in this program of relief are to be unemployed teachers. It seems from present indications that for the next year there will be a slight increase in the number of unemployed teachers who may be assigned on the relief basis.

The second section of the program of relief activities affecting education, which program is conducted by the federal government, is the financing of the fivefold program of educational services, including (1) the continuance of educational activities in CCC camps, (2) the continuance of student aid for worthy college students, (3) the continuance of the necessary school program, (4) the continuance of the adult education program, and (5) the continuance of workers' education.

The third section of this program is that which has to do with the making of loans to school districts for schoolhouse construction and for the purpose of keeping schools open which otherwise would be closed.

The secretary reported that as a representative of the committee of state superintendents hopeful assurance was given as to the probability of continuing all phases of the program as indicated herewith.

The State Board of Education approved for adoption the fourth and fifth readers now in use, the Fourth Reader being "Facts and Fun," published by Lyons & Carnahan, and the Fifth Reader being "Good Reading," published by Charles Scribner's Sons. The readoption is in accord with the option appearing in the contract in the case of each of these books and is for a period of four years.

The State Board of Education approved the readoption for a period of from one to four years of Smith's Human Geography, Book One, Part One and Part Two.

Upon the recommendation of the secretary, the State Board of Education approved the issuance of calls for bids for handwriting materials and for spellers for use in the elementary schools of the State of California, specifications and calls for bids to be issued immediately by the secretary.

The secretary announced the resignation from the State Department of Education of L. B. Travers, for some time chief of adult and continuation education. Following acceptance of this resignation, which the board accepted with regret, the secretary recommended the appointment of George C. Mann, at present director of vocational education in the Berkeley city schools, to be successor to Mr. Travers; the board approved the recommendation. V. Kersey, *Secretary.*

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HARR WAGNER, Editor

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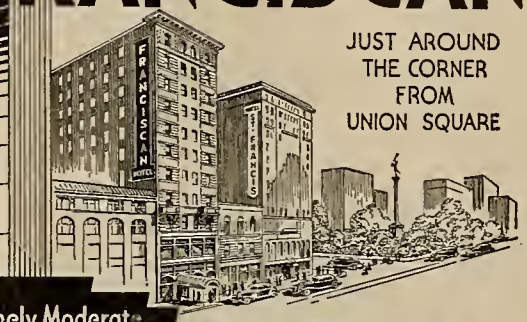

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL,
County Library Organizer, State Library.

School Library Convention

THERE WAS a large attendance at the annual spring meeting of the California School Library Association, Northern Section, which was held in the Kit Carson Junior High School library, Sacramento, on Saturday, May 19. Miss Jewel Gardiner, librarian of the Sacramento Teachers' Professional Library and president of the Northern Section, was an ideal presiding officer.

C. C. Hughes, Superintendent of Sacramento City Schools, welcomed the members of the association, expressed his appreciation of the value of libraries and librarians, and spoke with pride of the libraries in the three fine school buildings recently erected in Sacramento.

Miss Gardiner introduced a number of state and city officials engaged in library and school work who attended the meeting throughout the day.

The secretary of the C. S. L. A., Northern Section, Miss Hollis Knopf, and the chairmen of the various committees made their reports with such precision and clearness that interest was sustained throughout the business session and an excellent idea was given of the work that had been accomplished by the organization.

The following items of special interest were voted upon and received the unanimous indorsement of the convention. The name, California School Library Association, was changed to School Library Association of California. A motion was made by Miss Joyce Backus, librarian of San Jose State Teachers College library, that Vierling Kersey, Superintendent of Public Instruction, be requested to make a survey of school libraries of California. Two prospective bulletins, to be entitled a "Teachers' Guide to Children's Literature" and a "Teachers' Guide to the Use of Books and Libraries," which might be used as a course in state teachers' colleges, were mentioned in an impromptu talk given by Miss Helen Heffernan, chief of the Division of Elementary Education and Rural Schools. The idea met with such favor that it was officially indorsed by the C. S. L. A., Northern Section, and active support was pledged.

The officers elected for the ensuing year were Miss Joyce Backus, librarian of San Jose State Teachers' College, president; Miss Edith M. Church, librarian of Hanford Union High School, vice president; Miss Hollis Knopf, librarian of Marin Union Junior College, secretary; Miss Vera Denton, Lockwood Junior High, treasurer.

The business session was followed by a luncheon in the Hotel Sacramento. The introduction of prominent guests and several delightful musical numbers preceded an interesting address by Miss Helen Ferris, editor, Junior Literary Guild, New York City, who spoke on the subject "Boys and Girls Know What They Like."

Miss Gardiner requested Miss Mabel R. Gillis, State Librarian, to speak to the assemblage. Miss Gillis responded by inviting everyone to vist ithe State Library. Librarians from near by as well as far away accepted the invitation, expressed much interest in the type of library service being given and pleasure in the special exhibit of prints by Jeannette Maxfield Lewis of Fresno, and in the beauty of the State Library building.

Children's Reading Promoted

ONE DAY late in March, Mrs. Ella P. Morse, librarian, Colusa County Library, accompanied by the county library organizer, visited five community and four school branches of the county library. Public library service to rural people and specialized library service to schools were demonstrated most vividly in this rural county, whose area almost coincides with that of the State of Rhode Island. The community branch libraries were housed in a postoffice, a clubhouse for women, and in rooms on the main street of three towns.

Town schools and country schools alike showed a keen interest in library service. The town schools had library rooms and each country school had a library corner. Sometimes improvised and gayly painted book shelves, reading table, chairs, and a screen to afford seclusion were a tribute to the ingenuity and industry of teachers and pupils. From the spirit universally shown and the use that was made of county library service, it was evident that there was unity of purpose on the part of the county librarian, county school superintendent, board of education, rural school supervisor, and teachers that was vitally affecting the reading habits of children.

The Colusa Grammar School, with George Barnes as principal, was the last one visited. The sixth grade teacher, Mrs. Mildred Pryor, has her class give "Audience Readings" weekly. This particular week in March the pupils gave a book show for their audience reading. They took part in groups, so that each child was included in the show. Each group selected a book, chose the incidents they liked the best, wrote their own lines, designed and made their own costumes, and enacted the outstanding characters in the story. The teacher took no part in the preparation.

The books chosen were "Doctor Dolittle," "Mrs. Cucumber Green," "Li'l Hannibal," "Tom Sawyer," "Pinocchio," "Little Robinson Crusoe of Paris," "Ali Baba" (from "Arabian Nights"), "Pickanninny," "Æsop's Fables," "King Arthur and His Knights."

The child who acted as announcer carried the program through with admirable celerity. The children enacted their parts with a zest, poise, and originality that excited the admiration and interest of the adults in the audience and afforded much amusement. The entire performance emphasized the truthfulness of the message, "Boys and Girls Know What They Like," presented by Helen Ferris, editor, Junior Literary Guild, New York City, at the meeting of school librarians at Sacramento this month.

Another interesting illustration of fine teamwork was observed while visiting the Almaden Union School District branch of the Santa Clara County Library. The principal, Mr. Moore, and his teachers wished to interest the children in good reading. Two teachers, Miss Esther Fair and Mrs. Evelyn Teal, who teach the sixth and seventh grades, called upon the county librarian, Mrs. Elizabeth Singletary, and requested a list of books which might interest their pupils who at that time were indifferent about reading.

Possibly because the county librarian and filled many requests during the year for material for various projects, coupled with the remembrance of her delight in stories of King Arthur when a child, she suggested a King Arthur project. The suggestion met with an enthusiastic reception

Books and pictures were provided by the county library. Mrs. Teal supervised the reading and dramatics. Miss Fair was in charge of historical references and Miss Barclay directed the art.

A set of plates, 7 x 11, showing the shields of the Knights of the Round Table was sent by the county librarian to the school for classroom decoration. These plates so fired the children's imagination that they asked to make "real, full-sized shields." The making of the shields was in full swing at Christmas time and quite naturally brought about the idea of a King Arthur pageant. Mrs. Teal worked out a very beautiful pantomime in which all of the thirty-three Knights of the Round Table appeared. A stained-glass window from one of the homes in the community was loaned for the stage background. Real cathedral candelabra added to the sacredness of the stage atmosphere.

The effect of this pantomime upon the children was very marked. They caught the spirit represented by each knight as they constructed their beautiful shields and enacted their parts. No child wished to impersonate Sir Mordred, the evil knight. Finally one boy caught the real spirit of knighthood and volunteered to play the part. None of the children took their parts lightly, but brought into the pantomime a seriousness and appreciation that greatly impressed the audience.

Call for Bids for Textbook Material in Reading for the Sixth Grade

The State Board of Education of California hereby invites sealed bids or proposals on or before September 4, 1934, for the sale, or lease of the right to publish and distribute, in California, textbook material in reading for pupils in the sixth grade of the public schools of the State of California.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than September 4, 1934. Each proposal or bid must be enclosed in a separate sealed envelope addressed to the Secretary of the Board, marked, "Bids for textbooks in reading for the sixth grade," and must be submitted on or before the hour of 5:00 p. m. of September 4, 1934.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

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VIERLING KERSEY, *Secretary*

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WESTERN SCHOOL NEWS

THE STATE BOARD OF EDUCATION met at Santa Barbara on Saturday, June 9, and will meet again on July 8 in San Francisco.

THE NATIONAL EDUCATION ASSOCIATION will meet in Washington, D. C., June 30 to July 6.

HELEN HEFFERNAN, Director of Rural Education, State Department of Education, was called to Washington for a conference with the Commissioner of Education and was honored by being appointed chairman of the conference.

JOHN H. SWAN of the Sacramento Junior College, teacher of English and philosophy, had announced himself as a candidate for Superintendent of Public Instruction. He is connected with the California Federation of Teachers.

VIERLING KERSEY, in his report to the Governor's Council, May 29, 1934, says: At the meeting of the California Library Association in Pasadena early this month Miss Eleanor Hitt, assistant state librarian, was elected president of the association for the coming year. This was in recognition of her work in the association for a number of years, and especially of the recent publication of "Classification and Pay Plans for the Municipal Libraries of California," a very fine piece of work which was carried on under her direction as chairman of one of the California Library Association committees.

J. D. SWEENEY, the California historian, wrote for his local paper a beautiful tribute to Charles H. Camper, City Superintendent of Schools of Chico, who recently passed away. Superintendent Sweeney called attention to his activities as an officer and member of the Northern California Teachers' Association and to the constructive work he performed for the boys and girls of Chico.

It is understood that J. D. Sweeney will retire from the superintendency of the schools at the close of this school year. He has served the Red Bluff elementary schools for many years As a citizen, educator, and friend, he has been one of the outstanding men of California for many years.

J. ANNABEL SCOTT, who traveled around the world last year and is a teacher in the San Diego city schools, will visit Europe this summer. Mrs. Scott has taught in San Diego city and county, Alaska, and in the Philippines, and deserves the leisure that should come after years of devoted service.

JOHN H. MOLINEAUX, formerly teacher of English in the Galileo High School in San Francisco, was fatally injured recently by being hit by an automobile, and was buried on Saturday, June 16, 1934. The accident occurred while on his way to attend the graduation exercises at Galileo High School, where he had taught for many years. He was retired a few years ago on a pension. Doctor Molineaux held many prominent educational positions, including the principalship of the Eureka High School. He was greatly respected as a man, loved as a friend, and admired as a real teacher.

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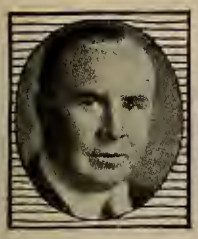
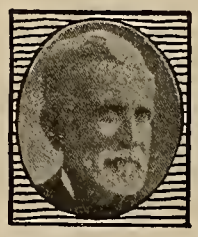
JULY, 1934

THE WESTERN JOURNAL of EDUCATION





News and Comments -- By Harr Wagner

More Money for Textbooks.—State Superintendent of Public Instruction Vierling Kersey made a definite statement to the State Board of Education recently that the budgets for school supplies and textbooks should be increased at least 25 per cent. The budgets for textbooks has been greatly decreased during the past four years. Textbooks are a necessary part of the educational program. Projects, visual education, games, and activity programs will never entirely displace textbooks. The proper use of good textbooks are as essential to a child's education as is a teacher.

A Completed Education.—Someone has said that he liked to ride through an old town. It gave him the impression that its work was finished. There were no new buildings, no torn-up sidewalks, no new subdivisions, no real-estate boomers. The unhappy part of such a town is that the people, like the town, are finished. There is no growth, the people who inhabited such a town are like the people who feel that their education is completed when they leave college. Education is a growth. It is never completed. Life is an onward struggle, due to mental and physical activity. Even death itself is a necessity to our own growth, whether mental or spiritual. How would you like to be a citizen of a town where everybody lived and nobody died? Beware of a completed education. It is stagnation, and death to your brain cells.

Politics.—Vierling Kersey, State Superintendent of Public Instruction (incumbent); G. Vernon Bennett, formerly City Superintendent of Pomona and more recently connected with the University of Southern California, and John Harold Swan of the Junior College, Sacramento, are candidates for election to the office of Superintendent of Public Instruction. The office is nonpartisan. The economic condition has brought out many candidates for the office of county superintendent of schools. In some counties there are as many as five candidates. During our editorship of more than fifty years we have always maintained that those in office who were rendering good service to the schools should be given preference by the voters. The salaries, from State Superintendent to the smallest county in the state, are much lower than salaries paid to officials where the work and responsibility are much less than in these offices. We regret to see men like Superintendent Davidson of Marin and Superintendent Hancock of Santa Clara have announced that they will not be candidates to succeed themselves. Vierling Kersey, the State Superintendent of Public Education, has a record for ability, energy, and devotion to the cause of education.

Current Educational Conditions.—There is much unrest, discussion, and cross-purposes in pending legislation, especially on tenure. It is to be greatly desired that agreement will be reached before the Legislature meets. The school trustees, the teachers of the north and the teachers of the south, the rural teacher, the city teacher, the boards of education, and the educational leaders have a problem to solve. It is conceded by all concerned that tenure is necessary if we are to maintain our high professional standards. An increase in pay and other adjustment of the retirement salary will in all probability not be considered in the present campaign, due to the fact that the subject of pensions and retirement laws will enter into the readjustment laws of the entire social welfare program.

Summer Schools—The State Teachers' College, President Roberts in charge, has a summer school of eleven hundred. Five hundred more than anticipated. The University of Southern California reports a 20 per cent increase over last year, with more than three thousand taking summer school work. Forty-three states are represented, with Texas leading with an enrollment of one hundred and three.

"Current Educational Issues in California" is to be the general topic of a five-day conference for state educational leaders to be held on the campus of the University of Southern California, July 16 to 20, it was announced by Doctor Lester B. Rogers, dean of the U. S. C. summer session.

Vierling Kersey, Superintendent of Public Instruction for the State of California; Doctor Fletcher Harper Swift, professor of education, University of California; Walter R. Hepner, chief of the division of secondary education, California State Department of Education; Doctor A. A. Douglas, professor of education, Claremont College; Doctor O. R. Hull, professor of education at U. S. C.; Doctor Harry P. Smith, professor of education of Syracuse University, and A. R. Clifton, Percy R. Davis, H. S. Upjohn, and John Sexson, superintendents of Los Angeles County, Santa Monica, Long Beach, and Pasadena schools, respectively, will be leaders at morning sessions and afternoon round-table discussions.

The Teachers' College at San Jose, the University of California, the Swope School at Long Beach, and the California School of Arts and Crafts all report increased attendance over 1933.

We Can Only Govern With the Consent of the Governed.—This was the wise observation of the English schoolmaster, Thomas Buchanan. We are in the midst of riots, civil war, revolution, sovietism, communism, fascism and Hitlerism in a mild form in San Francisco on this the 16th day of July, 1934. In the final outcome those who govern must have the consent and the support of the governed. It is unfortunate that the serious problems of labor cannot be settled by a vote of the people. We believe that, whatever way it is settled, it will be along the lines of progressive government, better standards for labor, and better understanding of employers for the conditions of those who by their labor help produce the wealth of the country.

The August Western Journal of Education.—There will be a number of special features in the next issue of the WESTERN JOURNAL OF EDUCATION. Among them the "Program for Admission Day" will be very valuable for a proper celebration of the great day in California history; also "Western School News," W. M. Culp's "Jottings of a Traveling Bookman," the "Literary Department" by Mrs. Henshall, the "Book Reviews" by members of the staff, and other articles. Order copies in advance. Future issues will contain the regular number of pages.

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Vol. XL, No. 7 San Francisco, July, 1934 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

R. L. Crane, district superintendent of the Daly City schools, has under way a new manual arts building. The building will provide for manual training, cooking, and sewing classes. In addition, the building will house the new administration offices. The cost of the structure will be $11,051. Mr. Crane is making a reputation for himself at Daly City for his economical administration of the schools and his ability at the same time to carry on a broadened educational program. For next year a speech correction teacher will be employed and an opportunity class established.

R. S. Tipton, principal of the Soledad grammar school and a member of the Monterey County Board of Education, for graduation exercises of this year's eighth grade class departed from the customary type of exercises for such occasions. The program consisted of a play given by the seventh and eighth pupils. Its subject was "What California Has and Gives to the World." It was woven around the story of two families. One was from Missouri and were planning to go back to that state. The other family attempted to tell them why they should stay. Consequently, the play lead into a description of the wonders of California and its commercial and agricultural resources. Mr. Tipton believes that parents are more interested in seeing a demonstration of what the school has accomplished with their children than in listening to an erudite speech.

A. B. Morris, district superintendent of the Castro Valley grammar school, on account of increased enrollment, will add two new teachers. The A. D. A. this year was 314 compared to 287 for last year. Due to an E. E. P. project, a two months' nursery school was established this spring at the Castro Valley school.

Guy Brown, district superintendent of the Livermore grammar schools, expects a decided falling off of enrollment next school year, due to the completion of the Hetch Hetchy project. The Livermore Rodeo of June 9 and 10 created quite a stir in the Livermore schools. Pupils for two weeks previous dressed up in outwest costumes and teachers did the stunt once or twice to keep in the spirit of the occasion.

The latter part of May the citizens of Salinas were much excited in a fire that broke out in the automobile shop which was a part of the Salinas Union High School building. Fortunately, the fire was brought under control, but fire loss to the building was estimated at $15,000 and some fifteen cars were totally destroyed.

Superintendent Melrowe Martin of the school and his board of education already this spring has had plans under way for the construction of an automobile unit separate from that of the main plant. The idea is to reconstruct along that line and make the present auto shop into a domestic science unit.

Mr. Martin this year has been enabled through CWA funds to have completed a football field and a stadium seating 6000 persons. Also, four first-class tennis courts have been added and surfaced with a new preparation, Lakol. Four new school busses have been purchased at a cost of $16,000. Two of them are of the new street-car type of fifty-pupil capacity, with wheelbase of 170 against the old wheelbase of 246.

James Ferguson, principal of the Jefferson Union High School, Daly City, with no local tax continues to carry on a non-curtailed education program and to maintain a teachers' salary schedule of $1800 to $2700. A feature of this year's work is a present project, carried out upon the school grounds by the San Mateo Unemployed Relief Committee, of making a baseball field second to none in California. Employment is being given for thirteen weeks to fifteen men who are working upon the grading of the field. The field will be put into grass and will be kept in top condition for school and community use. The reason that a baseball field and a football field can be kept in turf is the fact that the Jefferson High School owns its own pumping plant. In addition, three tennis courts, a basketball court, and a handball court are to be added as a result of this relief project. The cost to the school of these improvements will be around $3000. Mr. Ferguson has plans to make the Jefferson High School an outstanding industrial school. Plans are under way for adding a woodworking shop and a course in woodworking for next year. Also, a strong course in craft work for girls is to be developed.

The Pacific Grove grammar school, under District Superintendent R. H. Down, during Education Week had a more than usual exhibit of classwork from kindergarten through the eighth grade. The exhibits were placed in the corridors and more than a thousand persons came to visit. One evening was given over to music, with vocal under the direction of Mrs. Bess E. Ward and orchestra and band under the direction of J. F. O'Hanlon.

One of the features of the closing term was the dramatization of "Evangeline" and its presentation by the graduating class of forty pupils. The work of dramatization was done under the supervision of Miss Jessie Palen Wood, vice principal; music was prepared by Mrs. Bess E. Ward, and dances and drills were under the direction of Miss Aletha Worrall. Costumes of the time were made by the pupils in the sewing classes. The performance given met with much warranted praise for the work of Mr. Down and his teachers.

Due to the fact that Joseph E. Hancock, for the past twelve years Superintendent of the Santa Clara County schools, has decided to retire from work in the educational field, Lewis H. Britton, principal of the Live Oak Union High School, Morgan Hill, has announced himself as a candidate for the county superintendency.

There is probably in California no schoolman who has had

such an adventurous career as has been the lot of Mr. Britton, which has been that alternately of soldier and schoolman.

He is a native of Santa Clara County, having been born in 1881 at San Jose. He was reared on a ranch near the Sunnyvale air base—the home of the giant dirigible *Macon*. Near there he went to the Braley school, now a part of the Jefferson Union School District. Then he attended the Santa Clara grammar school and the Santa Clara high school for a year. The Spanish-American War came along and Mr. Britton, large for his age (seventeen years), joined the army. Mr. Britton still is large, well over six feet, but with hair of whitish texture and not so luxuriant as formerly, but befitting a man of fifty-three years.

After a year in the army Mr. Britton returned home and found himself behind his high school class, so he attended the Washburn private school in San Jose. From that school he entered Stanford University in 1901 and graduated with an A.B. in 1905, the year before the earthquake. It is interesting to note the names of the following men of that class who have been prominent in the affairs of California and education. Among them we find the names of Roy W. Clond, executive secretary of the C. T. A.; Al Trobridge, assistant comptroller, Stanford University; A. B. Handshy, vice principal, Watsonville High School; Phil D. Swing, former Congressman; C. K. Studley, vice president, Chico State Teachers' College; R. A. Thompson, principal, John Burroughs Junior High School, Los Angeles; Delbert Brunton, principal Mountain View High School; late E. R. Snyder, former president, San Jose State Teachers' College.

After graduating from Stanford University, Mr. Britton received a commission of lieutenant commanding Philippine troops. He spent two years in the Islands and then returned to the United States via Europe. He was then elected principal of the Gonzalez High School and organized that institution in 1908. After two years in this position he went to the Stockton school department, where he stayed three years. After that came a couple of years of ranching, and then he accepted the position as principal of the high school at Morgan Hill, which he has held ever since except when on leave of absence.

During the flare-up with Mexico Mr. Britton was with the border troops as a first lieutenant, being a member of the national guard. Then at the time of the World War he served as captain of infantry for two years, most of the time in France. Then back to school teaching at Morgan Hill.

Such has been Mr. Britton's career. Soldier, officer, schoolman, rancher, business man. Mr. Britton in his campaign is going to stress economics as related to school administration. A large property owner himself, he believes in an economical administration of the schools commensurate with a full educational program. He believes that the pay-as-you-go plan of financial planning is one of merit. It is one that has had much success at Morgan Hill.

Mr. Britton is a member of the following organizations, in which he has always been an active member: Santa Clara County Schoolmasters' Club; past president Santa Clara County Principals' Association; member Department of Secondary School Principals; N. E. A.; C. T. A.; member Santa Clara County Teachers' Association; past commander Morgan Hill Post, American Legion.

The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

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John L. McNab is Mr. Todd's Campaign Manager

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

County Libraries Serve Boys' and Men's Camps

Officials in charge of camps for boys drifting around the country and for unemployed men have been assisted by county librarians in solving the problem of leisure time by the placing of county library branches in the camps. The service varies in the different counties according to the size of the central book collection and the financial resources of the county library. The county library organizer visited recently county library branches in camps of San Mateo and San Benito counties.

The federal boys' camp for transients at Spring Valley Lakes has Carl Reiterman of Palo Alto as director, George Green as assistant director, and three other officials acting in various capacities. A young medical student from an Eastern college, associated with the camp, keeps the boys physically fit to work.

At present there are fifty-four boys from twenty-seven states. The majority are from New York. Boys continue to come and will be accepted until the quota of one hundred is reached. They range in age from 17 to 21 years.

The boys are employed in clearing brush away from the sides and edge of the reservoir, now known as Spring Valley Lakes, which is owned by the company supplying water to San Mateo. Soon these lakes will receive water from Hetch Hetchy raising the water level and covering the area now being cleared of brush. They work six hours daily for five days. Every working day fifty cents is credited to every boy enrolled. This applies toward transportation back to their homes and necessary expenses such as clothes and incidentals.

The motive in establishing these boys' camps is not only to provide for their return to their parents, but in the interim to safeguard them from associating with hardened men. To meet the problem of leisure time in an athletic way diversions like baseball, basket-ball, and swimming are part of the day's program. Sometimes entertainers take suitable programs out to the camp. One of the movie houses in San Mateo gives the boys passes for the Saturday afternoon shows. Miss Clara B. Dills, librarian, San Mateo County Library, takes an active interest in supplying a fine branch library, which gives not only recreational reading, but also books to assist them in educational projects. Hobby classes have been established for which the county library has furnished books. At the present time Spanish, engineering, first-aid, and nature study classes are flourishing.

Through the influence of the fine men in charge of the camp, and with work, study, books, and recreation in wholesome surroundings, these boys who might have developed into youthful criminals will in all probability be glad to return to their homes and be good citizens.

Another camp served by the San Mateo County Library is located in San Mateo County Memorial Park in a beautiful grove of redwoods with a crystal clear stream close by. The men who are eligible for admittance to this camp must be residents of San Mateo County for one year and unmarried. There are forty men in the camp, but one hundred will soon be registered. They range in age from young men to one man over seventy, who was a mechanic and is a most valued helper.

There is plenty of work to be done in fence-building, assisting in road-building, constructing a dam and bridge across the stream, and clearing away brush. Each man is paid $5 a week for 30 hours' work. At present the food supplied is not paid for by the men, but is included with the free cabins, bedding, and cots. A resident superintendent is in charge of the men, and he in turn works under the jurisdiction of the County Forestry Department. This camp has been operated by CWA funds, but will soon go under SERA.

The work accomplished by this group of formerly unemployed men will be greatly appreciated by the users of the grove. Among them is the Y. M. C. A., whose members have used this camp as their summer camp for several years past.

James Richards, an unusually capable and appreciative custodian of this county library camp branch, expressed the gratitude of the men of the camp for the careful selection of books made for them. Mr. Richards visits the county library frequently and takes care of the exchange of books, and the men of the camp take excellent care of them.

The two camps served by the San Benito County Library were located within the area known as the Pinacles National Monument, which comprises nearly five thousand acres, containing mast impressive rock formations. To reach the Pinnacles Lodge, where the branch of the county library was located, it was necessary to traverse a new road nearing completion built by the National Park Service. Many men in government employ had access to the branch library in the attractive recreation hall of the lodge.

Beyond Pinnacles Lodge was a CCC camp. Captain Calor, a reserve officer, was in charge. A young man was custodian of the library, which combined service from the federal government and the county library. The government service consisted of a traveling library and a permanent library for reference; also subscriptions to one hundred magazines for the two hundred men in the camp. The county library supplemented this service. The camp was soon to move to Yosemite Valley, which is served by the Merced County Library.

Research Workers Visit California Libraries

The Graduate Library School of the University of Chicago places strong emphasis on the importance of research in the field of library science. A study of the public library in relation to public administration and a study of the Rosenwald county library demonstrations in the Southern States brought several research workers to California recently.

The Carnegie Corporation made a grant to the Graduate Library School in order that a study might be made of the public library in relation to public administration. It is hoped that, through a better understanding on the part of librarians and public administrators of the importance of the library as a social and educational institution, libraries will be given more adequate support.

Assisting in this study is Arnold Miles, a student of municipal government, who spent two weeks in California visiting the State Library, University of California Library, Berkeley Public Library, and the county libraries of Sacramento, Amador, Solano, Fresno, Merced, Mariposa, Los Angeles, and San Diego counties.

Professor Carleton B. Joeckel, formerly librarian, Berkeley Public Library, now professor in Department of Library Science, University of Michigan, is also assisting in this particular study. This survey began in October, 1933, and will be carried on until 1935.

Doctor Louis R. Wilson, dean, Graduate Library School, University of Chicago, accompanied by Edward Wight of the university, came to California when the California Library Association held its convention in Pasadena and attended a number of sessions. Their purpose was to study the California county library system. They are interested in the development of county libraries in the Southern States which will serve negroes as well as white people. Eleven demonstration county libraries in these states are receiving financial assistance from the Rosenwald Fund. Doctor Wilson and Mr. Wight spent two days in the State Library, and before returning to Chicago they visited several university, county, and city libraries.

Rural School Library Practices

Everyone interested in school libraries will be glad to read the volume "A Study of Rural School Library Practices and Services," by Miss Edith A. Lathrop, associate specialist in school libraries, United States office of education. She spent nine months in 1931–32 and 1932–33 making her observations in forty-two states. While in California she visited fourteen county libraries, the State Library and other libraries.

The study was made possible by a grant from the Carnegie Corporation of New York. The grant was secured through a petition from William John Cooper, Commissioner of Education at that time. In the introduction to the volume Mr. Cooper declares: "The school that stimulates a child to become an intelligent user of a public library has rendered him its greatest service, for it has given him the power whereby he may educate himself."

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as trustee of the fund and published the report. This report is not for sale. Requests for it should be addressed to the United States Commissioner of Education, Washington, D. C.

Notes

IN THE MAY ISSUE of "Public Management," a monthly journal devoted to the conduct of local government, are five articles by librarians. "What the Depression Has Done to Public Libraries," by Julia Wright Merrill, chief, Public Library Division, American Library Association is followed by "Remedies as Prescribed by Four Librarians." These four contributions are by Gratia A. Countryman, president, American Library Association; John Adams Lowe, director, Public Library, Rochester, N. Y.; Clarence E. Sherman, librarian, Public Library, Providence, R. I., and John Boynton Kaiser, librarian, Public Library, Oakland, Cal.

WESTERN SCHOOL NEWS

Burlingame Elementary Schools

THE BURLINGAME elementary schools have made splendid progress during the "depression" under the leadership of Lester D. Henderson, district superintendent of schools, who assumed charge on July 1, 1930, succeeding L. E. Adams, now of San Bernardino. This progress has been along both material and educational lines. During his first year of service, Superintendent Henderson outlined a program of improvement in the schools and recommended to the Board of Trustees that the electors of the district be given an opportunity to vote upon the question of an increase of fifteen cents in the school maintenance tax, in order to put the program into effect. At an election held in March, 1931, this tax increase was authorized.

The following major improvements in the school system have taken place since that date: A teacher and supervisor of art and a supervisor of vocal music have been added to the staff; the work in instrumental music has been expanded until more than two hundred boys and girls are enrolled in the bands and orchestras of the school system; the equipment of the schools has been materially increased and improved; manual activities and an activity program have been encouraged in the schools; elementary science has been added to the curriculum from the first through the eighth grade; and excursions to nearby points of interest and institutions have been made a definite part of the work in both natural and social science. Ten classroom teachers have been added to the school system to care for an increase in average daily attendance of 150 pupils, at the same time reducing the size of classes from an average daily attendance of thirty-six per classroom teacher for the entire school system to thirty-three. Pupil accounting also has been improved through the inauguration of the use of individual folders for each pupil and the installation of a physical record card. A complete voucher and financial accounting system has been installed in the superintendent's office.

Superintendent Henderson and a committee of his teachers have developed a new-type pupils' report card with a marking system which measures the pupil against his own possible achievement. The system was placed in operation at the beginning of the current semester. The school program contemplates practically no failures, as indicated by a record of two-thirds of 1 per cent of failure for the semester ended in January, 1933.

Curriculum study and improvement is a part of the current year's program. Committees from the teaching staff are developing unit courses of study in elementary science, arithmetic, and social science.

As a part of the program in child guidance a clinic has been maintained for the past two years, with the services of a trained psychiatrist, a psychologist, and a social worker available for from one to three days monthly. Fifty boys and girls have been served by this clinic, which is sponsored by the Bureau of Juvenile Research of the State Department of Institutions.

Superintendent Henderson boasts of a teaching force which is second to none in professional spirit. One hundred per cent membership in the California Teachers' Association and active participation in the San Mateo County eTachers' Association are items so usual as to attract no attention. Likewise professional study, through extension courses and regular university or teachers' college study, is the accepted and usual thing. During recent years extension courses in California history, in elementary science, and in remedial arithmetic have been given in Burlingame by representatives of San Francisco and San Jose State Teachers' Colleges.

THE CALIFORNIA school trustees will hold their annual conventon at Santa Monica on Labor Day, September 3, 1934. The president is F. T. McGinnis of Crow's Landing, Stanislaus County, and the secretary is Mrs Florence Porter, who is a member of the State Board of Education and also of the Bakersfield Board of Education. Mrs. Rena Pierson will be in direct charge of the meeting and has arranged for a number of prominent speakers. Active committees have charge of such problems as "Tenure," "Rehabilitating of Schools," "State Insurance for Public Liability," etc.

The school trustees represent the smallest unit of our government and yet the most important. They give their services free and have a splendid record for their interest in education and good citizenship.

FRANCES EFFINGER RAYMOND had an excellent article on an educational subject in the San Francisco *Chronicle* recently. Mrs. Raymond is not only a brilliant speaker and writer, but a successful business woman. She is the Pacific Coast manager for the Gregg Publishing Company of San Francisco, New York, London, and other centers.

EVA D. EDWARDS, author of a new book for children on Japan and principal of Claremont Elementary School, visited in San Francisco recently in order to make arrangements for publication of her book by the Harr Wagner Publishing Company.

HELEN HEFFERNAN spent part of her vacation as a member of the faculty of the summer session at the University of Utah.

HARR WAGNER PUBLISHING COMPANY has exhibits at the University of Southern California, Los Angeles, W. M. Culp in charge; at the University of California, Berkeley; at Shasta Summer Institute; at the San Francisco State Teachers' College; at Miss Swope's School at Santa Cruz, and various other places.

HOMER F. AKER, one of the authors of "Yesterday, the Foundation of Today," is attending the summer session at Berkeley.

PROFESSOR HULL of the University of Southern California has been elected to a part-time executive position in the Los Angeles city schools.

BOOK REVIEWS

THE JUNIOR SPEECH ARTS, by Craig. Published by Macmillan Company. 470 pages. Price, $1.40.

A book on speech suitable for pupils of junior high school age, with exercises planned to meet their definite needs.

ADVENTURING ON DESERT ROADS, by Ann Hutchison. Harr Wagner Publishing Company, San Francisco. $1.

Mrs. Ann Hutchison and her husband planned one of those nice, comfortable motor trips across the Colorado Desert into Arizona and to the Grand Canyon. But, alas, for the best laid plans of man and wife, they found something else again, and plenty of it, before their destination was reached.

Mrs. Hutchison has written an informal and humorously entertaining log of their journey. She probably smiles herself in retrospect, but there were a number of times along the way when she was in anything but a smiling mood, and even Hutchison resorted to swear words.

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Recreation for Girls and Women, by Ethel Bowers. Published by A. S. Barnes & Co. 425 pages. Price, $3.

Teachers and leaders who are working with irls and women will find this book an inaluable source of guidance as well as a pracical handbook of physical activities.

New Day's Dawning, by Peter Maentz. Published by Williams Publishing Company. 384 pages. Price, $2.

A novel of the West dealing with modern eople in present-day conditions.

STATE BOARD OF EDUCATION

The regular quarterly meeting of the State Board of Education was held in San Franisco July 5 and 6, 1934. All members of the oard were present. The following items of mportant business were transacted:

The board discussed at length the matter f establishment of a policy for the board o follow in connection with the organization nd approval of junior colleges of a high chool departmental nature. This question was referred to the State Department of Educaton for consideration and recommendation to the board at its next meeting.

In connection with the application before the board for the establishment of a junior college of the high school department type at the Oceanside–Carlsbad Union High School, the board referred this matter to a comittee of the board, together with the State Department of Education, for study and recommendation.

The secretary presented reports concerning the emergency education program and indicated specific outcomes in certain types of work now being offered in connection with this program. Particular attention was called to the plan of the State Department of Education, in coöperation with the SERA, a program of training for leaders for workers' education, which program will be conducted in the city of Los Angeles beginning Sunday evening, July 8.

The secretary presented a report on the status of the intermediate unit of the Teachers' Guide to Child Development, this being the project which is now engaging the activities of the Curriculum Commission. The secretary reported that this project is approximately completed except for final editing and printing.

A report concerning the need for textbook adoptions was presented by the secretary. In addition to reporting that calls for bids for the sixth grade reader had been issued, the secretary reported that at the present time calls for bids for handwriting materials and for spellers were now being printed and that they would be in the mail soon.

It was recommended that a program of adoptions which would involve the social study fields of geography and history be undertaken at once, so that, beginning some time during the school year 1935–36, a new program of textbooks for the social studies would be available in these particular subject fields.

The secretary recommended that the matter of textbooks for health education be given consideration at a later date by the board, with the hope that materials might be available some time in the near future. The great need for health education materials was stressed by the secretary.

The secretary presented for consideration of the board certain items in connection with which it was his hope that the board would establish a policy in support of the plan of the State Department of Educaton as a new program for legislation was called for. A committee of the State Board of Education was appointed to act in coöperation with the secretary in the study of legislative needs and matters of policy for the board for the future.

Upon recommendation of the secretary, W. H. Orion of Santa Barbara was appointed as chief of the Division of Health and Physical Education to take the place made vacant by the resignation of N. P. Neilson.

Appointments in the various teachers' colleges and special schools were approved as recommended by the Director of Education.

The board adjourned to meet for its next quarterly meeting in October, in Coronado, unless otherwise determined by the president and secretary.

The regular meeting of the Teachers' Retirement Salary Board was held and 102 teachers were placed on retirement salaries.

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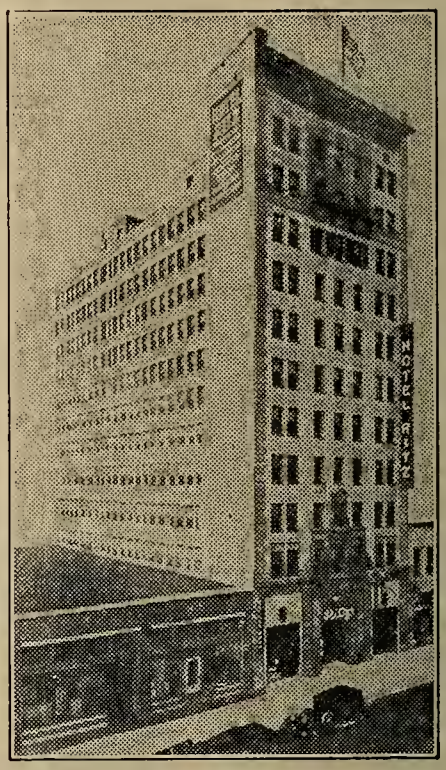

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ADMISSION DAY NUMBER AUGUST, 1934

A New Star in the Flag. See Poem, Page Six

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VOL. XL, NO. 8 SAN FRANCISCO, AUGUST, 1934 PRICE 15 CENTS

ADMISSION DAY IN THE CALIFORNIA SCHOOLS

The Story*

ADMISSION DAY for Californians signifies the entrance of California as a state into the Union. President Millard Fillmore signed the bill that admitted this the thirty-first state to the American Union on September 9, 1850.

The events leading to the admission of the Golden State are both interesting and important. They lead back to the discovery of gold on the American River in January, 1848, and to Governor Mason's consequent report to Washington, D. C., that "there is more gold in the country drained by the Sacramento and San Joaquin rivers than will pay the cost of the late war in Mexico a hundred times over." It was this that started the tide of emigration westward and rapidly populated California.

There was lawless behavior as a natural consequence to conditions. There was need of good and forceful government.

In the spring of 1848 California was annexed as territory belonging to the United States by the treaty of peace signed with Mexico. The question in Washington was how to govern this new territory.

The Northern and Southern states of the Union were having strenuous debates on the slavery question. California, as a prospective new state, was whirled into the midst of the discussion. California would disturb the balance of power in the Senate to the prejudice of slavery if admitted as a slave territory. In 1848 Congress provided amply for obtaining revenue from California, but did not even promise for some futuer day the government she coveted.

There were earnest-minded persons in the West who saw the needs. Since Congress had failed to give California a government, there was one other step which could be taken. This was for California to provide a government for itself. A convention was called to convene at Monterey in Colton Hall, September 1, 1849. Forty-seven delegates were appointed to this convention. Some of the members of that convention have been closely allied with the government of California. Among them were Captain H. W. Halleck, Governor Riley's Secretary of State and later generallin-chief of the United States army; John A. Sutter, pioneer settler in Sacramento Valley; John McDougal, second Governor of the state; Thomas O. Larkin, first and last American consul in California, and before 1848 the confidential agent of the American State Department; Charles T. Botts, editor of a Democratic paper published in Sacramento; Mariano de Guadelupe Vallejo, who had figured in the late war and who had welcomed the Americans when they came to the West; Doctor Gwin, one of the first United States Senators elected by the Legislature of the state when it was organized. Robert Semple of Sonoma was elected president of the convention.

When completed, the constitution, was submitted to the people in both English and Spanish, and on November 13, 1849, it was voted upon favorably. Peter H. Burnett was chosen Governor and George W. Wright and Edward Gilbert were elected to Congress.

The first Legislature was convened in San Jose one month after the election. The sessions continued during four months, and though the wits of the day made merry at its expense and called it "the Legislature of a thousand drinks," still, if the members drank well, they worked well, for they made one hundred and forty laws of a general and important nature. Some of the laws were patterned after those of other states, but others were fitted to suit the peculiar needs of California. Among its other acts, it incorporated the cities of San Francisco, Sacramento, San Jose, Monterey, Los Angeles, San Diego, Benicia, Sonoma, and Santa Barbara. John C. Frémont and William H. Gwin were elected as United States Senators.

Now that California had done her part, she waited anxiously to see how her activities would be regarded in Washington, and if Congress would take her into the Union.

The thirty-first Congress assembled in Washington, D. C., on December 3, 1849. Zachary Taylor was President of the United States. California was the subject of debates, heated arguments, and resolutions. Taking a prominent part in the question were Daniel Webster, John C. Calhoun, William H. Seward, Jefferson Davis, and Henry Clay. Calhoun and Davis did not want California admitted because of the slavery question. Calhoun was prostrated from a recent illness and could not be present at one of the sessions, but he composed a forceful speech and it was read to the Senate by Senator Mason on March 4, 1850.

After much wrangling, the California bill went to the House of Representatives on August 28, 1850. On September 7 it was voted upon and passed. There were one hundred and fifty men voting in its favor and fifty-six Southerners voting against it. The bill went to the President, Millard Fillmore, who had succeeded to the presidency upon Taylor's death. Fillmore signed the bill and California was admitted to the Union.

News of California's admission did not reach there until October 18, 1850. The people had been waiting anxiously for the expected event, for they were anxious to have the seal of national authority put on their state proceedings. They were desirous of being recognized a part of the American Union.

On October 18, 1850, the mail steamer *Oregon* was sighted from Telegraph Hill sailing into harbor with flags flying and decorated gayly with streams of bunting. The good news was signaled from the ship to the waiting people on the hill. It spread rapidly and all business closed, courts adjourned, and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which chroncled the story sold for five dollars apiece. Decorations in brilliant variety were brought out and decked the town. Guns were fired, processions were held, bonfires were lighted. Shouting, singing, and congratulating, amidst both tears and laughter, showed how these people of the West were affected by being made a state with the others in the American Union. Mounting his box behind six fiery mustangs, and lashing them to their highest speed, the driver of Crandall's stage shouted and cried the glad news to the people all the way to San Jose, the capital.

Governor Burnett, himself, anxious to tell the people, rode

* To be read to the general assembly or class on September 7 or 10, 1934.—EDITOR.

in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's, and it was he who told the populace in the Santa Clara Valley of California's admission to the Union.

The glad story was published in an address in Spanish and sent broadcast and the native population was urged to join in the activities. October 29 was the day of formal celebration set aside by San Francisco. A parade was held in which patriotism of many varieties was portrayed. Even the Chinese were in the parade and a colorful feature of it. The California pioneers carried a banner on which was represented a New Englander in the act of stepping ashore and facing a native California with a lasso and serape. In the center was the state seal and the inscription, "Far West, Eureka, 1846. California Pioneers, organized August, 1850." A girl clothed in white, with streaming gauze of gold and silver shades about her, supported a breastplate upon which was inscribed "California, the Union. It must and shall be preserved." Exercises were held. Mrs. Wills of Louisana read an ode and Judge Nathaniel Bennett delivered an oration at the plaza. Guns were fired, artillery discharged, fireworks were displayed, and all created an atmosphere of excitement and happiness that made the event a memorable one, with its great significance to California, the thirty-first state to enter the Union and the thirt-first star on the American flag. The new star was placed on the flag, which was then raised on the pole in the center of the plaza. Great was the joy and thankfulness of the citizens in the first American state on the Pacific Coast.

Since that first Admission Day, eighty-four years ago, California has raised the number of her counties to fifty-eight; with her rich productiveness and vast resources she has brought added glory not only to herself but to the Nation which she was eager to enter; her sons and her daughters have worked for her glory, they have enriched themselves, the state, and the United States, and made California known the world over.

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Davis: DR. PETE OF THE SIERRAS.....List $1.75
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When the first Legislature was assembled a committee was appointed to report the derivation and meaning of the twenty-seven original counties of California then existing as subdivided by the Legislature. General Vallejo was made the head of this committee. He did the work thoroughly and gained useful information. Some of the facts gathered by General Vallejo throw a light upon the "whys and wherefores" in these counties. The names are of Indian and Spanish derivations.

LOS ANGELES COUNTY—Named for Los Angeles, the "City of the Angels," which was founded by order of the Viceroy of New Spain in 1781. The county is named for the city.

SAN DIEGO COUNTY, or ST. JAMES—Named after the first mission established at that place in Upper California, July 16, 1769. The county gets its name from the city.

SANTA BARBARA—Named after its mission which was placed half way between the missions in Monterey and San Diego.

SAN LUIS OBISPO COUNTY—Named after its mission established September 1, 1772, by Junipero Serra and Jose Cavaller.

MONTEREY—Named by Viscaino after the Count of Monterey, with perhaps an allusion to the pines, "king of the forests." These pines are noted for their beauty. Monterey was the official residence of fourteen governors and a portion of the time was capital of California.

SANTA CRUZ, or the "HOLY CROSS"—Named from the mission on the north side of Monterey Bay.

SAN FRANCISCO—Father Junipero Serra was a Franciscan monk. He named the mission Dolores, which he founded in 1776, after the founder of his order. The presidio likewise took the name, as did the bay, and later the little town of Yerba Buena changed its name to San Francisco, making the group complete and all bearing the name of San Francisco.

SANTA CLARA COUNTY—Named from its mission, established January, 1777.

CONTRA COSTA COUNTY—Meaning opposite coast. The county is across the bay eastward from San Francisco. It was almost called Diablo (devil), after the mountain which rises in its center and which was so called from a story the Indians told of evil spirits haunting the place.

MARIN COUNTY—Named after the chief of an unfriendly tribe of Indians. These Indians attacked an exploring party in 1815. Marin was captured, but he escaped. He took refuge in some islands at the mouth of San Rafael Inlet and these have since been called Marin Islands. Marin died at San Rafael Mission in 1834, but the county still bears his name.

SOLANO COUNTY—Sem-Yeto, meaning fierce hand, was the great chief of the Suisun Indians. When he was baptized he took the name of Solano in honor of Francisco Solano, a missionary. The county which the Suisuns had claimed was named Solano after the Indian chief.

SONOMA COUNTY—Sonoma is the Indian way of saying "Valley of the Moon." The Indian tribes of that region called their chief Sonoma.

YOLO COUNTY—Derives its name from the Indian word "Yoloy," meaning a region thick with rushes. The tribes owning the tule lands west of the Sacramento were called Yoloy.

NAPA COUNTY—Named after the Indian tribe which occupied the valley from San Pablo Bay to Mount St. Helena. The tribe was large and caused much trouble until an epidemic of smallpox in 1838 almost wiped it from existence.

MENDOCINO COUNTY—Named after the cape on the western coast which was discovered in 1853 and named after Mendoza, the author of the expedition and the viceroy of New Spain.

SACRAMENTO COUNTY—Meaning the Sacrament. The river was first named "Jesus Maria" by Lieutenant Moraga, and it was later called the Sacramento and its branch the Feather River. Both the county and its capital today bear the name of Sacramento.

EL DORADO COUNTY—So named because gold in paying quantities was first found within its borders.

SUTTER COUNTY—Named after John Augustus Sutter, a native of Switzerland who emigrated to California in 1839.

He obtained a grant of land and founded a colony on the east side of the Sacramento. Sutter was closely connected with the history of early California.

Yuba County—Yuba is a corruption of the word Uva, the Spanish word for grapes. An exploring party in 1824 on the banks of a tributary of the Feather River found quantities of wild grapevines growing.

Butte County—Named after the mounds which rise out if the plains east of Sacramento. The Buttes were so named by some hunters of the Hudson Bay Company, whose leader was Michael Laframbeau, in 1829.

Colusa County—Indian tribes on the west side of the Sacramento River called themselves by this name.

Shasta County—Derives its name from the Indians who lived at the foot of Mount Shasta.

Trinity—Was named after Trinity Bay, which was discovered on the anniversary of Trinity festival.

Calaveras County—Captain Moraga found many skulls near a creek. He called the creek Calaveras, meaning river of skulls. The county, in which the river rises, has assumed the name. It is said the skulls were those of Indians killed by a waring tribe when others were fishing in their territory.

San Joaquin County—Finding a river which rose in the Sierras and emptied in Lake Buena Vista, Lieutenant Moraga in 1813 named the stream San Joaquin, after the legendary father of the Virgin. The river, valley, and county today bear the name of San Joaquin.

Tuolumne County—Comes from the Indian word "talmalaume," meaning a cluster of stone wigwams.

Mariposa County—In 1807 a hunting party camped on a river which had trees growing on the banks. Many butterflies fluttered around the foliage. Mariposa, meaning butterfly, was the name given the river and the county has since been called by that name.

THE BUILDING OF CALIFORNIA

[Adapted from the poem "At San Diego," by Madge Morris.]

This exercise calls for seven speakers and a background may be arranged with as many others as is desired. This production may be one with the speakers only in impromptu arrangement or it may be more elaborate, using the poem as a project in which the children get the historical information, and make their background and costumes typically Californian. The background, in case of a project, may be of San Diego bay, or it may be more informal—an arrangement of palms and growth typical of Southern California. In the background, during the recital of the first four speakers, may be posed a priest and some Indians, the latter making adobe bricks, planting or weaving or indulging in some suitable activities. When the sixth speaker begins these have disappeared and a quiet and desolation have settled down. When "All" recite and during the recitation of the seventh speaker, articles that bespeak activities of today may be seen in the background. Men may be planning a large building on the clear site; a boy may ride past on a bicycle; a girl posing as a teacher may be with some children who are on a nature study excursion. They carry books. Any background suggestive of today is appropriate either in stage scenery or life-grouping.

The first speaker may be dressed in modern clothes.

The second, third and fourth speakers may wear costumes resembling those worn by the early Californians.

Five or six may be dressed as emigrants en route to California (see picture, page 150, Lessons in California History, Wagner & Keppel.)

The seventh speaker should be in modern dress.

First Speaker:

What saw they here, that venturous band,
Here first on California's soil
Cabrilla walked the lonesome sands;
Here first the Christian standard rose
Upon the sea-washed Western lands,
And Junipero Serra first laid loving hands.
To bless or touch with loving hand
Or bid them pause, or dream to stay
Around this silent, sleeping bay?

Second Speaker:

An acreage of many miles,
Vast miles of sun-burnt naked space,
Red, brown, and bare, and baked as tiles;
Whose surface lay unchanged of face
As it had lain, the hills among,
Since first Creation's psalm was sung;
Whose people watched the squirrels play,
And cared not any more than they.

Third Speaker:

Not these alone, the fathers saw,
Not these made hardships double sweet—
He never sees his arrow's flight
Who is always looking at his feet;—
Those holy fathers, wiser they,
They marked the broad expanse of plains,
And mountains' gushing crystal life
Enough to fill its thirsting veins:—
They saw, far off, the mingled weft
Of colors wrought from out the soil,
When Nature rounds upon her loom
The laborer's legacy of toil.

Fourth Speaker:

They served, and toiled, and built, and planned
But ever saw a promised land
And heard its slowly rising swells
Ring joyous from their mission bells.

Fifth Speaker:

And decades passed, and fifty years,
A century was born and died;
A nation struggled into birth
And rose to midday of its pride.

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And freedom's war-wet staff was set
Beside that one of love and peace;
And suns of noons, and midnight moons,
Unwove and wove time's ageless fleece.
Time crept by the mission bells,
And back, and tied their tongues with rust;
And touched the eyelids of the priest,
And garmented his bones with dust.

SIXTH SPEAKER:

The glory of the mission passed,
Its gloom its glory overcast.
Within its corners, shadow-walled
The bats made nest; the lizard crawled
Upon the sunny side to sit,
With soulless eyes, and laugh at it.

FIRST SPEAKER:

But smile not ye with scornful lips,
Nor croak a prophecy of this;
There's nothing lost that's lost, and naught
That once has lived, has lived amiss.
Nay, smile not ye, nor count that false
Which failed in promises it gave;
For gold is gold, though it go down
A thousand fathoms in the wave;
And brighter-hued the blossom is
That blooms upon a grave.

ALL:

In silence sleeps the land no more,
Its treasury of wealth is found;
And all its curving seagirt shore
With queenly cities crowned;
While through its gateway come and go
The sails of suns and sails of snow.

SEVENTH SPEAKER:

Progress to this old new West
Has turned her face and set her seal;
Has bound the waters, broke the hills,
And shod the desert sands with steel.
O land of sun,—hot, splendid sun!—
Of sea-cool winds, and Southern moons!—
Of days of calm, and nights of balm,
And langorous, dreamy noons.
No seer hath need to tell for thee,
Thy daring and thy destiny.

POEMS FOR MEMORIZING

CALIFORNIA

She was not born a babe to suckle strength;
A woman, gazing down her land's broad length,
Stepped from the pines out on the fall-brown grass.
The grizzly bear stood back to let her pass,
And Frémont's cannon thundered wide and far—
Old Glory's azure had another star!

—*Madge Morris.*

OLD CALIFORNIA

'Tis a land so far that you wonder whether
E'en God would know it should you fall down dead;
'Tis a land so far through the wilds and weather,
That the sun falls weary and flushed and red—
That the sea and the sky seem coming together,
Seem closing together as a book that is read:
Oh! the nude, weird West, where an unnamed river
Rolls restless in bed of bright silver and gold;
Where restless flashing mountains flow rivers of silver
As a rock of the desert flowed fountains of gold
By a dark wooded river that calls to the dawn,
And makes mouths at the sea with his dolorous swan:
Oh! the land of the wonderful sun and weather,
Where green underfoot and with gold over head,
Where the sun takes flame and you wonder whether
'Tis an isle of fire in his foamy bed:
Where the odds of the earth they are welding together
In rough-hewn fashion, in a forge-flame red.

—*Joaquin Miller.*

CALIFORNIA'S STAR

When the Grizzly Bear came down from the hills
And stood on the flag of white,
And the single star of the Golden State
Shown out on the age-old night;
Then the bold Frémont and his hardy men
Rode in from the north and claimed
For Old Glory's stars the valleys wide
And the hills the Bear had tamed.
They held the land for our own bright flag,
And added her star to our own,
Where it shines as bright as any star
That the banner has ever known.
And the Bear still guards the glorious flag,
The banner it helped to raise
In the long ago of the days of old,
That first of Admission Days.

—*Harry Noyes Pratt.*

CALIFORNIA

Across the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West
And over all a spirit broods of romance and unrest.

—*Carrie Stevens Walter.*

CALIFORNIA

Sown is the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—*Lillian H. S. Bailey.*

HER POPPIES FLING A CLOTH OF GOLD

Her poppies fling a cloth of gold
O'er California's hills—
Fit emblems of the wealth untold
That hill and dale and plain unfold,
Her name the whole world fills.

—*Eliza D. Keith.*

FLORENCE P. KAHN FOR CONGRESS

MRS. KAHN, who has served so faithfully in Congress for a number of years, is a candidate for the Republican, Democratic, and Progressive party nominations at the primary election on August 28. She is a graduate of the University of California and was a teacher in the Polytechnic High School and the Lowell High School in San Francisco, and her mother was a teacher in the Girls' High School. Mrs. Kahn married Julius Kahn, member of Congress, in 1898. On account of her ability and seniority, she has won positions on many major committees, enabling her to accomplish many worthwhile things for San Francisco. She is a national figure. Her records on naval base facilities, national defense, veterans' welfare, federal appropriations for San Francisco, San Francisco–Oakland Bay Bridge, employment and labor, merchant marine act, and social legislation have been of an unusual and praiseworthy character.

THE SCHOOLS AND THE STATE

John R. Quinn, Progressive Candidate for the Republican Nomination for Governor, Makes a Strong Plea for Education

The school and the home represent the chief bulwark of our country. Both stand side by side. Both represent what America is today, and both will determine what America will be tomorrow.

The children of California—your children and mine—must look to these two institutions for their hope and progress, inspiration and courage; and through them must be determined the strength of their equipment to face the future.

They mean everything in the life of our civilization.

Of almost equal importance with the influence of our mothers, and their homes, the school teacher represents to us a symbol of progress and security. Hers is a tremendous responsibility. Upon her shoulders she proudly bears the burden of shaping the future of our youth, and through our youth the welfare and stability of the state itself.

She plays the vital and noble part of fitting each succeeding generation of our children to take up the management and administration of our country.

It is therefore all-important that our school teachers be kept aloof from political control. Their employment and promotion cannot be made the subject of a political racket.

Furthermore, politicians cannot be permitted to chisel in on the funds allocated for the support of our schools. It is high time that definite steps be taken to insure our schools and our teachers adequate safeguards.

The other night I talked to you about cutting government expenses. Quite frankly, my friends, education in California is not one of the things which I would like to cut down. Our educational standards can in no way bear the burden of tax reduction.

In this, however, I make a distinction between our school buildings and the teaching that is done in them.

When I was a boy and went to our little country school, in spring and summer weather we were comfortable and cozy; but when winter came around, the little stove in the corner could not keep the frost-bite off our noses, and we had just about as much chance of forgetting our chilly hand and feet as Admiral Byrd would have sitting in a summer suit on the South Pole.

This sort of thing, of course, is all wrong, and very fortunately it is largely a thing of the past. Children must be housed in comfortable quarters when they are learning. But, unfortunately, in the last few years we have veered too far in the direction of unnecessary luxury. If a child is properly taught, he needs no palace in which to learn his lesson. Of course, he must have proper light, ventilation, heat, and sanitation. He must have adequate recreational grounds. But he needs no castle for his schooling. And yet, as you and I go up and down the highways of our state, we see schools that are architectural triumphs, but which from the standpoint of the school child's education are absurdly grand.

This is all wrong from the taxpayers' standpoint—for it is the taxpayers who build the schools. It is my definite belief that we can best serve the education of our children if we house that education in less pretentious structures and concentrate more on adequate salaraies to the teachers who do the educating.

It is not only necessary for us to protect our schools and our teachers from being the victims of some politician's whim, but it is also necessary to keep firm control of our school district budgets throughout the state in the hands of school district boards.

The old adage that "as the twig is bent so the tree is inclined" can be applied to our kindergarten system in California. Frankly, I am in utmost favor of kindergarten education. I believe that some of our finest teaching and character building occur in this early period of the child's life. Our children must be given every advantage to grow into useful, humane and patriotic citizens. They are entitled to the best educational advantages this civilization affords. But this education must be humane and it must represent the true spirit of genuine Americanism. We could make this country of ours much happier and its people more tolerant if we give particular attention to the qualities of humane education from the kindergarten up through the universities. Children must be taught to respect the simple virtues of kindnes, tolerance, and respect for all life, whether human or animal, if they are to carry forward the true traditions of our American Republic.

The other day when touring through the state a school teacher said to me: "Mr. Quinn, are you in favor of maintaining the present constitutional guarantee for the support of free public schools by the state?"

I gave to this question an unqualified "Yes." In a democracy such as ours, it is imperative to maintain adequate free public schools as the first defense against anarchy and communism.

When we read of the amounts spent each year for the suppression of crime and the prosecution of criminals in the United States, it makes a person wonder if perhaps some of the money was not spent in the wrong place. This crime suppression and prosecution of criminals cost us nearly eighteen billion dollars, while during the same period only two billion dollars were spent for education.

I want to repeat again my previous statement in relation to economy in government. While I am pledged wholeheartedly to a sound program of tax reduction. I say to all of you that I would not allow, under any circumstance, our schools to bear the burden of tax slashes.

Real economies could be accomplished by a plan of redistricting the school system of the state, but I want to say very frankly that redistricting can be done only after careful consultation with those who understand the setup which we now have, so that the entire educational program may be carried on more effectively, but without any of those things which now exist and are of proved value.

Let me turn for a moment to adult education, with which I am in hearty accord. In these times of rapid change, when old lines of employment are disappearing and new lines being created by new inventions, I believe it a function of the state to help this adjustment to a new order as quickly and as effectively as possible. The fact that men and women are mature does not mean that further education should be denied them.

I should like also to say that some of the finest examples of good and sound education are being accomplished by our vocational rehabilitation classes. I am in favor of maintaining this type of education and encouraging the federal support for not only this but all forms of essential education in our country. Before I pass from the subject of education there is one further comment that I feel duty bound to make. I have noted in the recent graduates of our high schools and colleges a strong tendency to doubt the soundness of the constitutional principles upon which our great country has been built. I cannot believe that this the result of anything learned in their homes and cannot believe that it is the result of anything that they are taught, for I know the vast majority of our teachers are loyal Americans. However, there are exceptions. I say to you that in some of our schools and colleges there is taught to our boys and girls, under the guise of political economy or economics, propaganda which sows the red seed of communism.

Our schools must be purged of this sort of thing and our children protected from these un-American influences.

NEW MERRIAM "WEBSTER" COMPLETED

George, Charles, and Homer Merriam, founders of the great firm of Dictionary makers at Springfield

ONE HUNDRED AND SIX years ago two quarto volumes were published in New York which were destined to become one of the most important contributions ever made to American letters. This was the first edition of Noah Webster's "American Dictionary of the English Language," containing some 70,000 definitions, compiled entirely by Webster, with the assistance, of course, of the great dictionary of Doctor Johnson. This year, 1934, on July 5th, G. & C. Merriam Company are continuing Webster's work by publishing a completely revised edition of "Webster's New International Dictionary," newly set from end to end and containing a vocabulary of more than 550,000 entries as well as a Gazetteer of 36,000 names, a Biblographical Dictionary with 13,000 entries and a list of 5000 abbreviations. This new edition is the work of 207 of the world's greatest specialists, who have collected and collated new material, checked earlier definitions, and revised linguistic terms. The work has been done under Doctor William Allan Neilson, president of Smith College, as editor-in-chief, with the assistance of an editorial committee consisting of A. G. Baker, president of G. & C. Merriam Company, Doctor Thomas A. Knott, Paul W. Carhart, Doctor John P. Bethel, and Robert C. Munroe of the executive committee of G. & C. Merriam Company, who served in Mr. Baker's absence.

The first edition of Webster's dictionary, published in 1828, was an immediate success. An enlarged edition was issued in 1840. On Webster's death in 1843 the unsold copies and publication rights were secured by G. & C. Merriam, who in 1847 brought out an edition in one volume under the editorship of Webster's son-in-law, Professor Chauncey A. Goodrich of Yale. In 1859 this edition was reissued with the addition of synonyms and pictorial illustrations. The edition popularly known as the "Unabridged" appeared in 1864, the result of a general revision. Noah Porter, later president of Yale, was editor-in-chief. In this edition the vocabularies were increased to 114,000 words. A supplement to this edition appeared in 1879. A still more thoroughgoing revision was achieved in "Webster's International Dictionary" published in 1890, and a supplement to this appeared in 1900.

In 1909 the most radical of all revisions so far was made and published with the title "Webster's New International Dictionary." This was the edition which has been current. It contained 400,000 words and was edited by Doctor William T. Harris, editor-in-chief, and F. Sturges Allen, general editor.

The present revision, known as "Webster's New International Dictionary, Second Edition," is the result of a complete and careful scrutiny of every feature. "Apart from the normal advance of knowledge which has had to be assimilated in each successive revision," says the Preface, "the present editors have had to reckon with the increased pace of scientific progress in the last generation. . . . Space has had to be found for thousands of new terms, and this demand has made necessary a fresh judgment on the claims of many parts of the old vocabulary. . . . Within recent years there has been a new emphasis on adult education. . . . It is more and more recognized that education does not and cannot end with attendance at institutions of learning. It is a lifelong process, in which the school or college is chiefly important in supplying tools and teaching how to use them."

The editors point out that the revision has not been merely a supplementing by addition. The vocabulary has gone through a highly selective process to disencumber the pages of much that has become comparatively useless or obsolete, in order to make room for the addition of new material. Mere obsoleteness, the editors say, is no criterion for omission. Many scientific terms which may be regarded as dead have been omitted, but obsolete words in literature call for as much explanation as ever and have therefore been included. In general, words which had become obsolete before 1500 have been omitted, but the whole vocabulary of Chaucer has been retained.

In the actual definition of words and senses, as well as in the selection of the vocabulary, the editors have had available as a most important source of information a storehouse of citations specially gathered for this revision. These citations number 1,665,000. They have been collected from a vast number of sources, contemporary authors particularly having been widely read for new words and for new meanings of older words. Not all of these citations appear in the Dictionary, but whenever it has been possible or desirable the definitions have been clarified by the use of quotations or of illustrative phrases specially chosen to show precise and idiomatic usage.

The revision of the etymology has been carried out by Professor Harold H. Bender of Princeton. Paul W. Carhart has been in charge of pronunciation, with the collaboration of Professor John S. Kenyon of Hiram College.

The new edition was published at a cost of one and one-third million dollars. As in the case of former editions, this edition has been set up and printed at the Riverside Press, Cambridge, Mass.

Call for Bids for Textbook Material in

A. Spelling for the Elementary Grades

B. Handwriting for the Elementary Grades

The State Board of Education of California hereby invites sealed bids or proposals on or before September 4, 1934, for the sale or lease of the right to publish and distribute, in California, textbook material in the elementary grades of the public schools of the State of California as follows: (a) Spelling; (b) Handwriting.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than September 4, 1934. Each proposal or bid must be enclosed in a separate sealed envelope addressed to the Secretary of the Board, marked "Bids for textbooks in spelling for the elementary grades" or "Bids for textbooks in handwriting for the elementary grades," and must be submitted on or before the hour of 5:00 p. m. of September 4, 1934.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION
VIERLING KERSEY, Secretary

Sacramento, California
July 1, 1934

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The recent adoption by the Los Angeles City Board of Education of the plan of an administrative reorganization for the city schools which had been prepared by Doctors Willard S. Ford and Osman R. Hull of the University of Southern California has brought about the greatest reorganization ever contemplated in a Western school system. With the appointment of Doctor Ford as chief deputy superintendent, under Superintendent Frank A. Bouelle, to put the contemplated changes into effect, and the securing of the services of Doctor Hull on part-time as consultant in the same work, the Board of Education believes that the new plan will be put into successful operation.

The problem of the reorganization of the administration organization of a school system of a city of 1,250,000 in population, with its 386 schools, 360,000 pupils, and 10,500 teachers, with a budget of approximately $31,000,000, is a major operation. The plan adopted calls for the division of the city into six districts, each in charge of an assistant superintendent and a director of instruction. Under these two will be two music supervisors, one physical education supervisor, one art supervisor, one kindergarten–primary supervisor, one upper grade supervisor, and one counselor. The intention is to permit each assistant superintendent to have latitude in the administration of the kindergartens, elementary schools, junior high schools, and senior high schools in his district. In curriculum, though, there is to be central control under the direction of Arthur Gould, deputy superintendent in charge of instruction and curriculum. The supposition is that each of the assistant superintendents and director of instruction in each of the six districts will interpret the curriculum more directly in relation to the pupils in their charge than has been done previously by everyone working out of a central office.

In the new organization there are six major divisions now directly under the superintendent and the coördinating hand of the chief deputy. The divisions include that under the business manager, controller, director of the secretarial division, deputy superintendent over instruction and curriculum (mentioned above), director of budget, efficiency, and administrative research, and the deputy superintendent in charge of auxiliary services.

In the instruction division, under Deputy Superintendent Arthur Gould, in addition to the six assistant superintendents in charge of six sections of the city are several auxiliary departments that work for the entire system. These include the curriculum and course of study, under Doctor W. B. Featherstone and Doctor Madilene Veverka; that is, educational research and guidance, safety education and school savings, library and textbook selection and supervision, visual education, nature exhibit, classical center.

With the assignment of supervisors to the six educational divisions in the city, the former heads of supervisorial divisions continue the integrating force in relation to these supervisors. Doctor Elizabeth L. Woods heads up the counselors, Louis Woodson Curtis the music supervisors, Clarence L. Glenn the physical education directors, and May Gearhart the art supervisors.

In the educational division a new assistant superintendency has been created to be over the junior college, Frank Wiggins' Trade School, Metropolitan High School, adult education, and vacation schools. Howard A. Campion, principal of the Frank Wiggins Trade School, was promoted to this position.

William L. Richer (assistant superintendent) has been made deputy superintendent in charge of auxiliary service agencies. In this division is a position of an assistant superintendent newly created to have charge of a new department that will deal with personnel both of certificated and non-certificated employees of the school district. The intention is to place all non-certificated employees upon a civil-service basis. L. B. Travers, chief of Division of Adult and Continuation Education of the State of California, resigned that position to accept this new Los Angeles city assistant superintendency.

Under this same department of auxiliary service agencies is the division of public relations and health service, under Doctor Sven R. Lokrantz; attendance and employment of minors, under Guy Hoyt; cafeteria service, library and textbook distribution, with Assistant Superintendent Burt W. Reed in charge, and special assignments, teacher institutes, N. E. A., Community Chest, etc., in the hands of Vincent P. Maher.

The assignments made to the six educational divisions of assistant superintendents and directors are as follows: West Los Angeles—Assistant superintendent, Katharine L. Carey; director of instruction, Raymond Elliot; Thos. Pollich, principal of the Grant School; South Los Angeles—Assistant superintendent, Warren Cross Conrad; director of instruction, Evaline Pearl Dowling, head of English department of the Jefferson High School. Hollenbeck Heights—Assistant superintendent, Charles B. Moore, principal of Franklin High School; director of instruction, Elizabeth Sands, principal of the Second Street School. Central Los Angeles—Assistant superintendent, Robert H. Lane; director of instruction, William Walker Brown, vice principal Bancroft Junior High School. North Los Angeles—Assistant superintendent, Luke L. Gallup; director of instruction, Charles Henry Nettels, vice principal Hollenbeck Junior High School. East Los Angeles—Assistant superintendent, Elizabeth Bates; director of instruction, Jesse Bond.

Miss Ada York, Superintendent of the San Diego County schools, candidate for reëlection, is much encouraged by the almost unanimous support of the teachers and district superintendents of the San Diego County schools.

With the decision of Miss Ida M. Collins, Superintendent of the San Bernardino County schools, to not run for reëlection after twelve years in the County Superintendent's office, there has developed a spirited contest for election to the office between Fred W. Clooney, assistant superintendent of county schools, and C. Burton Thrall, principal of the Piedmont School, Guasti.

Mr. Clooney is receiving the support of Miss Collins, who gives him credit for aiding greatly in the development of the San Bernardino County school system. Mr. Clooney has seventeen years' experience in the public schools of California. He has spent fourteen of these years in San Bernardino County as teacher, principal, administrator, rural supervisor, and assistant county superintendent of schools. He has taught in one-teacher rural schools, had charge of four-teacher schools, and before coming into the county office five years ago had been district superintendent of the Victorville grammar school for three years.

Mr. Clooney is a World War veteran. He saw service overseas in England, France, and Germany. Among the rural supervisors of the State of California, at meetings and in the furthering of sound educational doctrines, Mr. Clooney is looked up to as one of the prominent educators in the ranks of county school people.

Owing to the fact that the old buildings in which the Healdsburg grammar school children have been housed have been condemned under the new regulations of the state in regard to earthquake resistance, Charles W. Wiggins, district super-

Re-Elect

JOHN C. CORBETT

Member

State Board of Equalization

1st District

Efficient Experienced

Primary, August 28, 1934

The man who lowered your tax bills

intendent of the Healdsburg schools, this past spring moved his children out of the structures into the American Legion Building and now has under consideration the construction of a new building. The plan is for a $65,000 bond issue.

CURRICULUM AND INSTRUCTION CONFERENCE

THIS CONFERENCE, held at Stanford University on June 25–30, was the outstanding educational event in California of the vacation months. It was called by President Ray Lyman Wilbur for the purpose of discussion which might result in bringing the curriculum and methods of the schools into closer relation with the social life of the day.

The enrollment was unexpectedly large, and the "Who's Who" or official register showed 536 names. An interesting proportion of the members hailed from the educational field outside of our state, and even from foreign countries, while the main body of the enrollment represented well-known names from every part of California.

Stanford contributed from the various departments of the University some thirty of her faculty, who presented valuable material from their special fields. Outstanding among the educators from other universities were: Doctor Alvin C. Eurich, University of Minnesota; Doctor Paul Hanna, Columbia University, and Doctor C. C. Peters, Pennsylvania State College. Our State Department of Education was represented by Doctor Walter Hepner, chief of the Division of Secondary Schools; Miss Maud Murchie, chief of the Bureau of Home-Making Education; N. P. Nielson, chief of Division of Health and Physical Education. Three superintendents contributed to the leadership of the conference—Doctor H. E. Heidrix of Arizona, Doctor Worth McClure of Seattle, and Vierling Kersey of California.

The discussion of the problems before the conference was conducted by means of a somewhat unusual but very effective device. On the platform at each session there were two or three speakers programmed to present definite subjects. In addition, there was a "panel" of some six to eight persons representing leadership in the special fields covered by the formal addresses. At the conclusion of the addresses, these members of the panel criticized, defended, or enlarged on the views set forth by the speakers. Some of the most valuable and challenging ideas presented at the conference came to the front in this more or less informal panel discussion. The last portion of each period gave an opportunity for further contributions along the line of interest from the floor, an opportunity that was eagerly seized by members of the intensely interested audience.

The same general arrangement was followed in the smaller conferences grouped around special subjects.

Credit for the success of the conference was due in generous measure to Doctor Grayson N. Kefauver, dean of the Stanford School of Education, both for the stimulating form given to the discussions by the panel device and for the poise and graciousness with which he guided those discussions when they threatened to reach a dangerous stage of overstimulation.

While the program called for a consideration of curriculum as adapted to our present social facts and tendencies, the meetings, both in the general sessions and in the crowded special groups, semed to drift irresistibly into earnest discussion of the social facts themselves and their interpretation. Even a few hours of attendance at this conference would have refuted decisively the picture often presented of the typical pedagogue as a person of static conservative characteristics, somewhat aloof from actual life. The body of teachers at the conference conveyed the impression of a group up to their ears in the swirling current of our changing social life, battling determinedly to understand those currents and to chart a wise and steady course for the educational ship for which they are responsible.

JOHN C. CORBETT UP FOR RE-ELECTION

JOHN C. CORBETT of San Francisco, a member of the State Board of Equalization, is a candidate for reëlection in the First District, which is comprised of the counties of San Francisco, San Mateo, Santa Clara, Santa Cruz, Monterey, San Benito, and San Luis Obispo. Mr. Corbett bases his plea for reëlection upon his efficient administration of the collection of the truck, liquor, gasoline, and sales taxes. Under his administration the cost of collection of sales tax has been kept down to 1.70 per cent, when the limit permitted by law is 2 per cent. Mr Corbett's platform emphasizes the principle that faithful tax administration requires absolute equality of treatment of everyone. Further, Mr. Corbett is experienced in the duties of the office which he now holds. His friends believe that the state should continue to receive the benefits of this experience. "A Square Deal" has been Mr. Corbett's policy in the past, and it is his promise to be his policy in the future.

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The Western Journal of Education

HARR WAGNER, EDITOR

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

Around the World on a Japanese Cargo Boat

By JEANNETTE M. DRAKE
Librarian, Pasadena Public Library

When one has experimented with sea trips from time to time and has proved himself to be a good sailor, the habit of frequenting steamship offices to procure their glamorously illustrated folders becomes a fascinating practice. I had formed that habit, and one day I found in my hands a circular which told of a 30,000-mile ocean voyage around the world on a 10,000-ton Japanese cargo boat, via Japan, China, Ceylon, South Africa, South America, New Orleans, and the Panama Canal, which could be accomplished in five months. The familiar spell worked. Having satisfied consuls as to my health and finances, and after leaving my ten finger-prints with one of them, my passport and visas were ready.

Since the boat was to be my home for five months, I quite literally moved in. Everything which I thought I could possibly need during this time was included. A small library of books, mainly about the countries on our itinerary, was one important item, and it proved to be one of the joys of the trip.

On October 7, 1933, we sailed from San Pedro, Cal. Our ship, the *Buenos Aires Maru,* had capacity for sixty first-class passengers. Our passenger list included English, Argentines, Japanese, Brazilians, Rhodesians, and Americans, many of whom were soon exchanging language lessons. Later, as third-class passengers, there were 1000 Japanese colonists, traveling from Kobe, Japan, to Santos, Brazil, where they would work on coffee or cotton plantations. Their life on shipboard was organized for education, in preparation for their new life, and entertainment. School was held for the children, judo and fencing lessons for the young men, and physical training exercises for all. The usual deck games and shipboard entertainments were available for the first-class passengers and moving pictures were shown frequently for all passengers by the ship's officers.

The boat was manned by an efficient and courteous staff of Japanese officers. From captain to crew, they were all as eager to serve us on the last day of our cruise as on the first, and, since most of them spoke a little English, we usually could make ourselves understood. European cooking predominated, and an abundance of fruit, California lettuce, celery, and grapefruit, kept fresh by splendid refrigeration, and supplemented by the fruit of the countries which we touched on the voyage, kept the fruit-loving passengers satisfied. Occasionally both Japanese and European cooking was available. This choice usually occurred on a holiday, and New Year's Day was a notable example of this.

On New Year's morning we found the decks decorated with twisted rice straw, fruit, and a spray of evergreen, with evergreen trees tied to the masts. We were served a Japanese breakfast of sake, fish, raw or cooked with soy sauce, rice, pickled radishes and beets, and bamboo sprouts. Chopsticks were provided and much merriment resulted from our awkward attempts to use them. However, since most of us were traveling in order to learn about other peoples and their customs, this was part of the fun.

On the day we crossed the equator all passengers joined in an entire day of sports and contests. The decks, gay with absorbed participants and interested cheering spectators, provided a colorful and exciting scene. Men, women, boys, and girls engaged in many ingeniously planned and carefully supervised contests. Prizes were awarded to the lucky winners by the ship's officers.

After seventeen days at sea we disembarked at Yokohama for a month's sightseeing in Japan while the boat was in dry dock and reloaded. Only two days of high seas had marred the smoothness of the voyage, and these two days proved to be the only rough weather experienced during the entire thirty thousand miles.

Our introduction to Yokohama was the picturesque sight of one hundred school children caught in a sudden shower and simultaneous raising of one hundred multicolored Japanese parasols. Yokohama, characteristic of all large cities, with their mixture of old and new, presented an interesting assortment of modern architecture and unique Japanese buildings. Many of the streets are wide, but some are so narrow that only rickshas are allowed on them. Our immediate objective here, before going to Tokio, was Waibutsu, the great Buddha at Kamakura. In an attitude of grave contemplation, this enormous and impressive bronze statue, placed in the midst of the silence of pine and camphor trees, brought home to us at once the realization that we were indeed in another land.

The time was now late October and the fall season in Japan, with its red maples, feathery bamboo, ginkgo and camphor trees, with their autumn foliage of red and yellow, cryptomarias on the hillsides and mountain slopes, gave to the countryside the quality of an ever-changing colored picture. And the flower shows! Chrysanthemums of all kinds and colors and species were everywhere. Most interesting of all, perhaps, were the cascade chrysanthemums. A wild and hardy species of the single variety is planted in a pot with a wire placed at about a 40-degree angle. As the plant grows, it entrains itself onto the wire, the wire is slowly bent down and down over the edge of the pot with simultaneous pinching of the buds of the plant to insure a smooth, even appearance, and at last a waterfall or cascade chrysanthemum results. Some unusual examples measured several feet across and cascaded some six or eight feet. The effect was charming and unusual.

While cities are interesting, it was the countryside with its unfamiliar trees and blossoms and the natural artistry of the landscape which held my attention most. On all of the flat country and terraced on the mountain sides, for instance, were checkerboards of rice fields with footpaths between. The rice was being harvested, and as it was cut it was placed in tiny stacks or on bamboo poles to dry, and later was threshed, by hand or foot power, to separate the grains from the stalks. By virtue of their very unfamiliarity and the inherently artistic nature of the Japanese, simple homely tasks of every day have color and interest for the traveler.

Hundreds of school children were encountered in groups guided by teachers. With knapsacks on their backs, these children were journeying to shrines or waterfalls. The city children come to the country and their country cousins are taken into the city to see life there. They shouted friendly greetings as we passed them.

However short one's time is in Japan, no traveler should miss seeing Nikko. There is a Japanese saying that one should not say "Kekko"—which means "magnificent"—until one has seen Nikko. This ancient Buddhist shrine of some thirty or forty separate buildings is dedicated to Ieyasu, who organized the Shogunate which was the form of government in Japan from 1600 to 1867. One comes upon this gorgeous shrine unexpectedly—so harmonious is it with the camphor and cryptomaria trees which surround it. The buildings are simple and flowing in line, and depend for effect upon the richness of their lacquered surfaces, their elaborate ornamentation, and their intricate carving in wood and metal. Carved dragons are everywhere. They guard the roofs and entrances and occur in the designs. The sacred stable for the horses, used on ceremonial occasions, is a little gem of a building with its copper tiled roof and beautiful design. Over the stable door are the three famous "see no evil, hear no evil, speak no evil" monkeys carved in a large rectangular panel. It is at Nikko, also, that one finds the beautiful "Sunrise to Sunset Gate," so called because it takes an entire day to see it properly and examine its beautiful workmanship.

One evening during our visit to Nikko we heard shouting and excitement on the streets. Hurrying to the windows, we saw some two hundred children and grown-ups, each carrying from one to three lanterns on a bamboo pole over his shoulder. Looking down upon the winding parade of lights from our hotel's hillside elevation was a lovely sight. This evening parade of lanterns, we learned, was in honor of the red maple trees which are at the height of their loveliness at this time.

It was in Osaka, a city of tall chimneys and black smoke, that we visited one of the most unique activities in Japan. At the

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Bunraku-za Theater we saw the Japanese puppet play. This doll theater is of ancient origin and is a government enterprise. The life-size puppets, with enameled faces and wigs of real hair, are made of wood and many of them are richly dressed in brocades and silks. The puppets' heads, rather than their dresses, are changed to indicate change of character since the costumes are so elaborate. Three men manipulators manage each doll, because of its great size, and attain great skill in making its actions seem lifelike. The puppets seem to be walking on the floor, but actually are walking or sitting in space, since the men controlling them walk on a platform some distance below the dolls and hold the figures aloft. The plays presented are old ballads and dramas. A reader or singer reads the play while a musician accompanies him upon a Samisen. Both reader and musician sit upon a small revolving platform at the right of the stage. Plays run from 3 o'clock in the afternoon until 12 at night.

We paid an interesting visit to a pearl fishery in a Japanese coastal village where for thirty years the villagers have engaged in pearl culture. After long experimentation on the part of the owner of the fishery, a way was discovered to introduce into the oyster an irritant which may become a pearl. Young oysters are gathered by girl divers from a depth of thirty or forty feet of water and brought ashore. The nucleus seed pearl is placed inside each oyster, wrapped about with a bit of living tissue and tied with a microscopic thread. The oysters are then placed in steel cages, tagged and returned to the sea, where for seven years they are left for layer after layer of pearl substance to grow about the nucleus. Then the cages are hauled up and the oysters opened. About 15 per cent of them produce perfect pearls.

On shipboard again we found ourselves on the way to Ceylon, with stops at Shanghai, Hongkong, and Singapore. A number of times, when on shipboard during the five months, we were charmed with the lovely sight of the sun setting on one side of the world while a full moon rose on the other. Treasured in mind with this memory is that of the bamboo sailboats with their rusty colored sails stretched like an open necklace from island to island in the harbor of Hongkong. It is such pictures as these which make up the delights of travel and prompt the "I remember" of all travelers.

Upon arriving at Ceylon we took the beautiful seventy-mile drive from Colombo to Kandy, the hill capitol of Ceylon. The road, lined on either side by tea, banana, rubber, and coconut plantations, winds up the mountainside past little bamboo houses. On the road we met small dark people dressed in sarongs with jewels in their ears and noses and on their ankles and arms. Many walked beside palm-leaf covered carts drawn by small bulls. Elephants carried teakwood lumber and freight. In saffron colored robes, priests, with their praying bowls, trudged patiently along the way. Together with the flowers, foliage, and trees along this drive, it was an experience long to be remembered.

Eleven days from Ceylon, over the blue Indian Ocean, we swung around the southern end of Madagascar and were in the port of Durban, South Africa. It was now mid-December, but this is summer time on the far side of the world, and the hundreds of beautiful flamboyant trees with their scarlet blossoms lined the streets. Fantastically dressed Zulu ricksha boys pulling double rickshas were a characteristic sight. A ten-mile drive into the Valley of the Thousand Hills brought us to the Zulu reservation established by Queen Victoria, where we visited a kraal with its circular homes of mud and saw the native men, women, and children.

Around the Cape of Good Hope and past the mountain pinnacles known as the Twelve Apostles, we found ourselves in small but picturesque Capetown Harbor, with Table Mountain above it, one of the southernmost posts of civilization. A cool wind rose at sunset which gradually blew the cloud or "tablecloth" from Table Mountain and exposed it to view. Capetown seemed less foreign, perhaps because here there were many English-speaking people. Also the Dutch colonial home of Cecil Rhodes, set in the midst of bougainvillea, hydrangea, and pines, seemed quite "homelike."

From Capetown, after ten days of smooth sailing through the South Atlantic, we entered the beautiful harbor of Rio de Janeiro. We came into the harbor at sunrise, and the sea was delicately tinted with azure and bordered by beaches of fine white sand. The mountains in the background, covered with tropical growth and lightly touched by the rising sun, gave us a thrilling introduction to this famous port. From the dock one goes directly on to a wide boulevard bordered with trees which runs through a cosmopolitan shopping district. Sidewalk cafés are numerous, and coffee at 11 o'clock in the morning and at 5 in the evening is the custom. Plazas and gardens, impressive monuments and public buildings were frequent sights in Rio de Janeiro. One remembers particularly the tree-lined streets and the mosaic sidewalks, though the latter, under the dazzling sun, made one too dizzy to appreciate fully their interesting design and color.

At Santos, an over-night distance from Rio, the one thousand colonists disembarked. They were taken immediately to waiting trains which were to take them into the interior of Brazil to their new homes. Santos is the largest coffee market in the world, and after going on to Montevidio and Buenos Aires we returned to Santos to take on a cargo of coffee and banas. Buenos Aires suggested California more nearly than any other port of call. Plants and trees from all parts of the world grow luxuriantly here and the botanical and zoölogical gardens are of great interest. La Recoleta Cemetery is one of the places most worth visiting in Buenos Aires also. Magnificent and costly memorials to the dead of prominent families of Buenos Aires and men notable in Argentine history of many generations rest here.

We traveled north now directly to New Orleans, and from there to the Panama Canal. The canal was our last real thrill, and the eight hours necessary to negotiate it were full of admiring interest on our part. The canal with its surrounding islands and trees was suggestive of the Japanese Inland Sea. San Pedro harbor again and the circle was completed. We were at home.

When this trip was being considered, I asked myself "Will this be a good personal investment for me?" I feel that it was, and because of that fact should like to urge everyone, especially young teachers and librarians, to have travel as an objective. Plan for it, include it in your budget, and *do it*. It is worthwhile from every angle.

I also asked myself "Can I, while holding a position of considerable responsibility, ask and obtain a five months' leave of absence?" I was fortunate. I could and did. Therefore I should also like to urge executives to encourage their staffs to travel and to coöperate with them in the matter of leaves of absence, and to emphasize the broadening influences and lasting pleasures resulting from travel.

"A New Dealer for the Progressive Minded"

Elect Chauncey TRAMUTOLO

TO CONGRESS (4th District)

Primary Election, August 28, 1934

TEACHERS ATTENTION

The Hazmore School of Dress, 1179 Market St., San Francisco, Cal., has arranged for a SIX WEEKS' SPECIAL SUMMER SESSION, Beginning June 18th, in Tailoring, Pattern Making and Grading, and Vocational Training, under the direction of

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BOOK REVIEWS

Our Beginnings in the Past, by Daniel C. Knowlton, Ph.D., and Armand J. Gerson, Ph. D. Published by the American Book Company. Price, 76 cents.

This book is the first volume of a four-book series for elementary schools. It tells the story from the earliest times, when the world was young, when men believed in gods and godesses, of how men lived and what they wore, how they passed through the stone age, how they learned to cultivate the soil, and to write and establish an order of government. Parts Three and Four give an account of the first civilized nations. The story of each people is related in a manner that is full of meaning to the young pupil. There are helps for the pupils at the ends of the chapters that contain many suggestions.

Directed High-School History Study, Book Three. "The United States of America," by Alice Magenis, A.M., Southside High School, Elmira, N. Y. Published by World Book Company, Yonkers-on-Hudson, New York. Price, 84 cents.

"Directed High-School History Study" is a series of practical manuals for high-school students of history. Book Three is divided into seven sections, and in every main section of subject-matter in the books are several subdivisions, each forming a unit of study. The exercises in the books are of two types, factual and discussion. This workbook will develop a method of purposeful study that is effective in all the social sciences.

Directed Study Guide in the Origin of Contemporary Civilization, by Alice N. Gibbons. Published by Ginn & Co. Price, 80 cents.

This book is organized on the unit-problem plan. The first unit, "A Look Ahead at the Year's Work," is a preview that orients the student to the course as a whole. Each following unit is a study of some fundamental phase of human evolution, with all factual material centering upon clear-cut social principles and concepts. The final unit, "A Look Backward at the Year's Work," is a brief review. There are many thought questions that do not require outside reading, but do require original, active thinking.

Everyday Problems in Health, by Frank Merrill Wheat and Elizabeth T. Fitzpatrick of George Washington High School, New York. Published by American Book Company. Price, $1.20.

This basic text for junior and senior high schools deals in an up-to-date way with home, personal, and community hygiene, with special emphasis on the development of good health habits. This health instruction is rational and practical, in accord with modern medical science, but restrained and friendly. It also agrees with outstanding syllabi.

Conclusions and Recommendations of the Commission. Report of the Commission on the Social Studies. Publisher, Charles Scribner's Sons.

This volume is sponsored by the American Historical Association investigation of the social studies in the schools. Staff consists of A. C. Krey, chairman, director of the investigation; G. S. Counts, research director; W. G. Kimmel, executive secretary; T. L. Kelley, psychologist, advisor on tests. This book is the outcome of a very large number of special studies and researches and of much deliberation and reflection during the past five years. How the commission came to be constituted in 1929, how it has functioned, and what particular work it has done, or attempted to do, are sketched in the preface. The commission desires to direct attention to the fact that the studies here reported constitute but a part of the material on which it bases its conclusions.

New Horizons for the Child, by Stauwood Cobb. Publisher, The Avalon Press, Washington, D. C. Price, $2.

This book shows how to bring out the best in the child—how to develop his special abilities to their fullest extent. It aids both parent and teacher in the difficult problem of giving to the child at once a free and a disciplined personality.

Key and Cue. Business Plays, by Bruce Allyn Findlay and Esther Blair Findlay. Published by Gregg Publishing Company. Price, $2.

"The dramatic way of teaching business attitudes." In most instances, a story theme has been built around the custom or procedure in order to avoid the appearance of advice—a commodity much needed but rarely solicited. These playlets are a series of pictures taken from the scrapbook of practical experiences.

Introduction to Physical Education, by Jackson R. Sharman, Ph.D. Published by A. S. Barnes & Co. 317 pages. Price, $2.

This book presents a complete survey of the history, objectives, methods, psychology, and philosophy of physical education. It is particularly suitable for colleges which have limited time available for physical education.

Story of Nations, by Lester B. Rogers, Fay Adams, and Walker Brown. Published by Henry Holt & Co., New York. 625 pages. Price, $1.96.

This book is for grade use. It traces the story of man and civilization from the early beginnings to modern times. Included in the book are two excellent reference maps of Europe in 1934 and The World in 1934. The book is attractively printed and bound.

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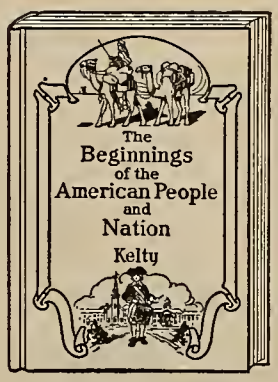

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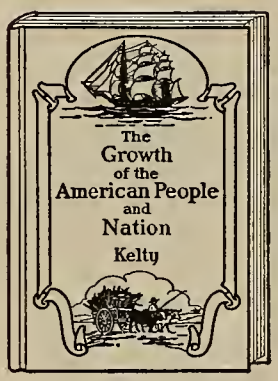

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SKIMPING ON SCHOOL BOOKS

THE NEW YORK *Herald-Tribune*, on May 13, 1934, issued a very interesting article written by the well-known author, Stuart Chase, on the schoolbook situation. The following are some brief extracts: "The American History used in our schools," writes a Pennsylvania teacher, "was copyrighted in 1896. Our readers were copyrighted in 1905. Between these two dates came the major changes with which America left behind an economy of scarcity, distinguished by self-supporting agricultural communities, and entered an economy of abundance, distinguished by a specialized, high-power machine technology. This change is incomparably the most important thing that has happened to America since its colonization, yet the children in the Pennsylvania schools alluded to will never catch an inkling of it from their histories and readers. They will continue trying to ride in a car with the motor missing.

"In normal times the nation spends $100 a year per child in an attempt to educate him. Less than $2 goes for textbooks. In my own town of Redding, Conn., the total school budget in 1931 was $39,192, of which $10,647 went for busses and transportation and $321 for schoolbooks. I suppose the gasoline bill alone is ten times as much as the book bill. [In fairness it should be pointed out that much of the transporation is necessary because Redding has no high school and must move its pupils to Danbury or Norwalk.]

"In the past three years book budgets have been drastically cut in 728 cities reporting to the National Education Association. Meanwhile the school population of these same cities has gone up by 150,000. New York schools cut their book allowance from $1,570,660 in 1930–31 to $1,137,012 in 1932–33, a saving of about 28 per cent. Detroit schools cut theirs nearly 64 per cent in the same year, and Denver nearly 69 per cent, with an estimate of an additional 6 per cent for the present year, which would make the 1933–34 book budget just one-fourth of what it was three years ago.

C. C. YOUNG for Governor

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He left at the end of his term as governor the greatest state treasury surplus in California's history, $31,000,000.00.

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2280 miles of highway building in less than 4 years.

All worthy veterans' legislation approved.

Initiated legislation making possible construction of the San Francisco-Oakland Bay Bridge.

Aid provided for the needy, aged and the blind; crippled children's program inaugurated.

Capable business men, rather than politicians, appointed to important state offices.

State Park System launched.

"Save the Beaches" Movement inaugurated.

Oil and Gas conservation effected.

Colorado River development forwarded.

Hundreds of farmers saved from bankruptcy by refinancing of reclamation projects.

California at this critical period vitally needs a steady hand at the helm. The governorship is the cornerstone of the whole structure of California business, the State's highest office of public trust. It requires a tried and trusted business administrator, whose training in the State's business is the State's best asset. Sound judgment demands that C. C. YOUNG be elected Governor.

NORTHERN CALIFORNIA HEADQUARTERS

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"EXPERIENCE—NOT EXPERIMENT"

Elect

CARL W. MILES

MEMBER State Board of Equalization (First District)

Primary Election August 28, 1934

"There are a few honorable exceptions to this dismal record. Of cities of more than 30,000, twenty-three either increased their textbook purchases in 1932–33 or estimated an increase for 1933–34. The following cities increased each year over the preceding: Berkeley, Cal.; New Britain, Conn.; Peoria, Ill.; Lexington, Ky.; St. Paul, Minn.; Orange, N. J.; Dayton, Ohio; Zanesville, Ohio, and Nashville, Tenn. Of these, Nashville bought the most books. She should have some sort of medal.

"Budgets can be scrutinized more carefully, and textbooks recognized for what they are—a plain and comparatively cheap necessity—bread and milk, not caviar. The poor, harassed school boards must be made to worry a little more about this particular 2 per cent, and cut off, if they must, some other 2 per cent which is less essential."

AUGUST 28, 1934

THE PRIMARY ELECTION on August 28, 1934, will mark an epoch in the lives of a great many people who are candidates for office. The depression as well as the desire to serve the people has resulted in many names being on the ballot.

The voters have a choice of three candidates for the important office of State Superintendent of Public Instruction —Vierling Kersey (the incumbent), G. Vernon Bennett of Los Angeles, and John R. Swan of Sacramento.

Mr. Kersey has devoted himself to the affairs of the office and has made no effort to further his election except in the way of service in promoting the best interests of the people through education. His name is on the ballot, and Mr. Kersey will receive the indorsement of the people at the August primaries.

CARL W. MILES

Candidate for Member Board of Equalization (First District).

CARL W. MILES' record as supervisor, as a World War veteran, and as president of the Scott & Miles, Inc., entitles him to the confidence of the people. He advocates efficient adjustment of state liquor laws, and believes in an economical administration.

BOTH RAY ADKINSON, Superintendent of the Orange County schools, and E. E. Smith, Superintendent of the Riverside County schools, are being congratulated upon the fact that they have no opposition for reëlection this year.

EDUCATIONAL RECORD OF G. VERNON BENNETT

[Communicated]

Born into the household of a Baptist minister in Waverly, Iowa, in 1880, Doctor G. Vernon Bennett, candidate for State Superintendent of Public Instruction, offers a rich heritage of cultural background and a widely diversified academic training to the service of the State of California.

G. Vernon Bennett was educated in the public schools of Iowa and Missouri. Graduation from the State Teachers' College at Warrensburg, Mo., was followed by the receipt of his B. A. degree from the University of Kansas. The call of the Far East had at this time loomed large to the young student, and he entered the service of the United States government as Provincial Treasurer for the Province of Leyte, Philippine Islands. For more than four years he faithfully administered this trust in a manner that warranted the approval of the government officials. Returning to America, Doctor Bennett continued his earlier plans and was admitted to the practice of law in the State of Washington. However, the attractions of the educational field were so vital that he accepted the post as principal in a Washington high school. In 1912 he took his M. A. degree at the University of Washington. In the same year he came to California as principal of the high school at Gridley. Two years later he was elected City Superintendent of Schools for Pomona, where he attracted national attention by the development of the junior high school, adult education, and vocational guidance methods.

School men from many parts of California and other states visited Pomona to study Doctor Bennett's plans and achievements in the adult evening school development. At one time the enrollment in the evening schools exceeded 12 per cent of the city's population.

When the complex problems of soldier rehabilitation in Southern California called for an outstanding leader, the federal government once more called upon Doctor Bennett, and for two years he administered this work in a comprehensive manner throughout Southern California and Arizona. He then accepted an associateship at the University of California (Berkeley), and continued his research in the administration of vocational education in the junior college grades. As a culmination of this work he was awarded the degree of doctor of philosophy by the University of California in 1925.

During his busy years Doctor Bennett has found time to write such well-known text books as "The Junior High School," "Legalistic Pursuits," "Occupational Orientation," and several other books on kindred subjects.

At the invitation of Doctor Millikan, G. Vernon Bennett spent a year at the California Institute of Technology as lecturer on political history, and then entered on his eleven years' work as professor of education at the University of Southern California.

Doctor Bennett is now free to give the results of these years of training and experience to the educational progress of the state, and at the request of his numerous friends entered his candidacy for State Superintendent of Public Instruction, subject to the August 28 primaries.

"During this trying period of transition," says Doctor Bennett, "the concentrated energy of every educational force in the state should be focused on the new "three R's"—Recovery, Rehabilitation, and Reconstruction." We must first recover our economic balance and march forward with unfailing courage. We must rehabilitate our attitude toward industry, finance, and commerce by devoting every available facility to the vocational training of the youth of today, that they may be prepared to carry the burdens of tomorrow. Reconstruction, from the educator's viewpoint, involves not only training in the definite mechanics of a selected vocation, but special emphasis must be placed on the student's preparation and understanding of human relationships. The problems of employers and employees—self-preservation during times of stress and strain—and a sustained effort to the building and maintaining of a well-balanced and abundant life, will give to the State of California a contented and capable citizenry.

TRAMUTOLO FOR CONGRESS

Chauncey Tramutolo is a candidate for Congress, Fourth District. He is a member of the board of governors of the California Bar Association, and was formerly Assistant U. S. District Attorney. He is attorney under appointment from Roosevelt for the Regional Agricultural Credit Corporation. Postmaster General Farley, chairman of the Democratic National Committee, wrote him the following:

"I am glad to learn of your candidacy for the position of Congressman from the Fourth California District. Knowing your ability, your loyalty to the Democratic party, and your devoted support of President Roosevelt since the pre-convention campaign of 1932, it is a pleasure to wish you every success."

G. VERNON BENNETT
Ph.D., University of California

Author "The Junior High School," "Problems of the Elementary School Principal," "Occupational Orientation," "Legalistic Pursuits," and several other textbooks

Candidate for
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

A.B. University of Kansas,
M.A. University of Washington.

Experience: Rural, Elementary, and High-School teacher and principal, Superintendent of Pomona City Schools for five years. Director of the Federal Government Soldier Rehabilitation for Southern California and Arizona for two years immediately following World War. Formerly Provincial Treasurer for the Philippine Islands. Past eleven years Professor of Education at the University of Southern California.

Advocate of the new "THREE R'S" of Education: Recovery, Rehabilitation, and Reconstruction.

Dr. G. Vernon Bennett will give a courageous and inspiring leadership to the Educational forces of the State.

VOTE FOR HIM AT THE PRIMARIES AUGUST 28TH, 1934

Campaign Headquarters
3017½ S. Hoover St.
Los Angeles, California

WESTERN SCHOOL NEWS

Joseph Marr Gwinn, ex-Supreintendent of San Francisco schools, is on a tour of the country by automobile. He will attend a directors' meeting of the N. E. A. during his trip.

Harry Hammond, State Printer and editor of *The Byron Times*, is an enthusiastic supporter of Governor Merriam for reëlection.

The San Francisco schools opened on Monday, August 13.

Honorable Vierling Kersey's article in "California Schools" for August contains some startling facts in reference to the decrease of the total number of pupils in the elementary schools.

There were a hundred and twelve teachers and school administrators who went in special train by Southern Pacific via New Orleans to the meeting of the N. E. A in Washington, D. C., June 30 to July 7. Con Davis, new principal of the Daniel Webster School in San Francisco, was a delegate from San Francisco.

"See America First" became the slogan of thousands of teachers during this vacation. They took advantage of touring busses—specials—that visited the various historical landmarks of the United States and many of the national wonders of this country.

Walling Corwin, the author of the Corwin science books, published by the Harr Wagner Publishing Company, is the author of a new book entitled "Living Things," a biology for the high schools, published by P. Blakiston's Son & Co. Copies may be purchased from the Harr Wagner Publishing Company, 609 Mission Street, San Francisco.

Mary Mooney, director of texts and libraries of the San Francisco School Department, has an excellent article in the *Chronicle* of August 11 on school textbooks. Miss Mooney knows how to use the English language and to express her thoughts in direct and easily understood sentences.

New Books to Meet Modern Trend for Integration in Education

HARR WAGNER PUBLISHING COMPANY
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The integration of the study of the social sciences with that of the exact sciences is one of the newest developments with those advanced educators making new courses of study. The Harr Wagner Publishing Company is pleased to be able to recommend several titles they have recently published that have been written and edited with this new trend of education in mind.

I—CALIFORNIA BEGINNINGS. *By* LOLA B. HOFFMAN, *Bridge Street School, Los Angeles.*
A fourth grade book, beautifully printed, that gives a colorful picturization of the early Indian and Spanish life on the Pacific Coast. 235 pages. List, $1.50.

II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

III—EARTH AND SKY TRAILS, *By* FREDERICK H. SHACKELFORD, *Supervisor of Elementary Science, City Schools, Pasadena, California.* 224 pages. List, $1.00.
A book to charm children into an appreciation and understanding of the wonders and beauties of the land in which they live. For the upper grades.

IV—THE WESTERN NATURE SCIENCE SERIES.
An interpretation for grammar school pupils of the Nature of the West.

Grade 3—*The Indians' Garden.* By C. A. Marey and Ferne L. Marey. 224 pages.....List, $1.00
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V—THE CORWIN SCIENCE SERIES.

A—*The Science of Human Living.* Corwin and Corwin. For 7th and 8th grades. 478 pages.....List, $1.68
B—*The Science of Plant and Animal Life.* Corwin and Corwin. For 7th and 8th grades. 608 pages...List, 1.72
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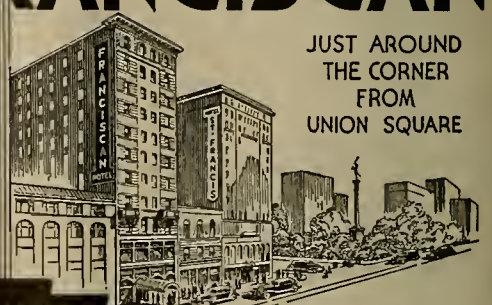

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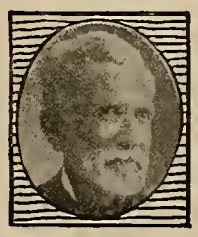

NEWS AND COMMENTS—BY HARR WAGNER

The Times.—We are living in a remarkable age of change. Utopia has moved around the corner. Posterity, and not prosperity, is in evidence. The younger generation wants a change and is getting it. The cry of communism, anarchy, and chaos will not stop this generation from trying out the principles of progress in government. The Democrats, the Republicans, and the Socialists are tumbling over each other to meet the situation in their platforms. There will be no backward steps. There will be no unusual suffering, but much needless worry. With billions for public improvements, with billions for food, clothing, and shelter for the unemployed, and employment for the regimentation under the alphabetical cognomens, and with our natural resources only partially developed, we can look forward to great prosperity, especially in spots. It is another story, however, for the man who is rich and tries to get richer, under present conditions.

Will Rogers was delighted with the freedom of speech in London's Hyde Park. There should be no bitterness or prejudice in the discussion of economic conditions. There should be less personal denunciations in our political campaigns. We should learn our lesson from Hyde Park, London. Upton Sinclair was arrested in Los Angeles a few years ago for reading extracts from the Constitution without comment. The joke was on the police when he had witnesses to prove it. A high-school student in San Francisco would not contribute a nickel toward a fund to purchase a flag. He declared that he was not patriotic and that he was an internationalist. He was not allowed to remain as head of the student body. The adolescent boy had a brainstorm. He should be taught that internationalism does not prove a lack of patriotism. It is possible for an internationalist to believe in our flag as an emblem of the highest ideals of humanity and our Constitution as the mightiest document for human liberty that ever sprung from the brain of man. The devotion to the American Flag and to the Constitution of the United States and to the welfare of all humanity should be taught to every student in our public and private schools.

Employment Insurance and Old-Age Pensions.—In view of the fact that Socialists, Democrats, Republicans, and even communists believe in old-age pensions and employment insurance, there must be some shrewd thinking done in the drafting of these new laws. Governor Merriam has asked the legislators in special session to request the President and Secretary of Labor Miss Perkins to encourage the enactment of a Federal law along these lines.

A Shakespeare Festival.—A contract has been signed with the Shakespeare Guild of America for the presentation of William Thornton and his noted company in a repertoire of six of the bard's dramas. Ralph Pincus has made the announcement that the season will open at the Columbia Theater, San Francisco, on October 22. Thornton is a worthy successor of the noted Shakespearean actors of the past.

Dramatic teachers, students of drama, and others interested in the dramatic art will appreciate the scholarly interpretation of William Thornton and his well balanced cast. The repertoire includes "Richard III," "Taming of the Shrew," "King Lear," "Romeo and Juliet," "Merchant of Venice," and "Hamlet." To the many who witnessed and enjoyed Thornton's portrayals of the melancholy Dane, the amorous *Romeo*, the systematic and proud *Shylock*, and the swashbuckling and boisterous *Petruchio*, on his last appearance in San Francisco, announcement of his return is indeed welcome news.

Clara Shortridge Foltz.—The passing of Mrs. Foltz brings back to us the splendid tenderfoot days of the early eighties. The pioneers of '49 were fast disappearing and the tenderfeet were among us. Clara Foltz fought every step of the way to gain freedom for herself and for the women of America. Madge Morris Wagner, the poet, wrote these lines to Mrs. Foltz:

"From out the ranks of them that toil
Thy hand has carved its upward way,
Nor stopped its God-given trust to soil
Nor dreamed in weariness to stay.
If faltered e'er that heart of thine,
It ached, but gave the world no sign.

* * * * * * *

And when the gold upon thy head
Shall change to age's colder gray,
The little hands that thou hast led
Will lead thee down the life slanting way.
The path is long since overgrown
With flowers of love that thou has sown.

* * * * * * *

Our fair-haired Portia of the West

* * * * * * *

And thou has proved that woman can—
Who has the grace and strength and will—
Work in the wider field of man
And be a glorious woman, still."

Mrs. Foltz was a pioneer leader for woman suffrage, for equal rights and privileges with men for education, and for equal opportunities in the professions of law, medicine, journalism, art, and literature. She was a sister of former United States Senator Samuel M. Shortridge and of the late C. M. Shortridge, journalist and State Senator.

Geographic News Bulletins.—The National Geographic Society of Washington, D. C., issues a series of illustrated weekly bulletins for classroom teachers that are of unusual value. They are obtainable by teachers, librarians, college, and normal students. They are given free. Teachers are required, however, to send twenty-five cents to cover mailing cost. These bulletins are of great value to the progressive teacher.

Superintendent of Public Instruction.—The primary election is over. There were three candidates for the office—Vierling Kersey (incumbent), John R. Swan, and G. Vernon Bennett. Kersey made no campaign for the office, but devoted his time exclusively to genuine leadership in educational affairs. He has always been courteous and helpful to school administrators and has an efficient staff of coworkers in the State Department of Education. The final returns gave Mr. Kersey a majority of 83,000 votes over his opponent.

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XL, No. 9 SAN FRANCISCO, SEPTEMBER, 1934 PRICE 15 CENTS

ACTIVITIES OF MEMBER OF DEPARTMENT OF EDUCATION

MISS HELEN HEFFERNAN, chief of the Division of Elementary Education and Rural Schools, has sent THE JOURNAL the following notes, reporting a portion of the significant educational activities in which she has taken a leading part this summer. California may well feel honored that we were represented and so ably in the important Washington Conference.

On June 1 and 2 Commissioner Zook of the United States Office of Education called a conference to discuss ways and means of helping youth to bridge the distressing gap between school and employment. As you probably know, there are in America today about 20,000,000 young people between the ages of 16 and 25. Of this number, 2,000,000 are in high school, 1,000,000 are in colleges, 250,000 are in CCC camps. A comparatively small number are in technical and other types of schools. This leaves approximately sixteen and a half million. While no accurate statistics of employment are available, you are doubtless aware of how large are the number of these young people unemployed. The conference made an analysis of the situation which does not err on the side of over-estimation of 4,000,000 youth out of school in America and unemployed.

"What can we do about it?" is on the lips of every thoughtful American. It is a question of paramount national importance. The conference concerned itself with the problem from three angles—(1) youth in the field of employment, (2) youth in the field of education and guidance, and (3) youth and leisure.

There are many erroneous ideas held by the public in regard to youth in the field of employment. There are those who believe that the return of employment available before the depression will solve the problem. Industrial experts know that this is not the case. Many of the jobs available to youth were blind-alley jobs. There was little real apprenticeship. Depression has given apprenticeship a lethal dose, which is probably as well, because apprenticeship has always meant an opportunity for the exploitation of young people. There are those who feel that letting down the bars set up to regulate child labor will solve the problem. This is obviously of little significance, because only about 100,000 children under the age of 16 years were taken from industry by the child-labor laws. The conference agreed that what we need is reorganization of our industrial economy. We need to make youth's entrance into employment the responsibility of all agencies of the community. The specific recommendations of this phase of the conferences were the following:

(1) A closer tie-up between education and industry, with young people in industry on a learner basis under careful supervision.

(2) A national program of projects for the development of youth with appropriate educational features to the program.

(3) Self-help projects under youth management for the manufacture and sale of articles which are as nearly free from competition with local industries as possible.

(4) Junior adjustment and placement service.

(5) Public schools to develop types of education connected with the social, civic, industrial life of the community to maintain or increase the employability of those leaving school.

In the field of educaton and guidance, the conference expressed belief that education in the future must be greatly extended; educational programs must be greatly modified to meet the needs of all youth up to legal age. Change is imperative. H. G. Wells' "race between education and catastrophe" won't be won in the old chariots. Much of what constitutes the present curriculum must be eliminated because it does not contribute richly to the realization of the social and economic ideals; much new material must be added to interpret the essential goals of a democratic society; the bogy of indoctrination which limits the school to dry, sterile, and insipid units of work because we fear the cry of "propaganda" ever being raised.

The conference recommended that the schools undertake to care for all young people at least up to legal age in order to eliminate them in the competition for jobs. It was the belief of the conference that education must—

(1) Analyze contemporary life and list all its desirable activities;

(2) Prepare teaching materials based upon these activities;

(3) Organize these materials into desirable activities;

(4) Develop adequate child accounting systems so that education never loses sight of the individual;

(5) Develop a plan of guidance that follows the child until he has made his adjustment to the industrial life of the nation.

The immediate problem is an acute one. Fathers and mothers are deeply concerned with the effect of unemployment on the morale of youth. Even where the economic necessity is not imperative, parents are fearful concerning the outcomes of this period in terms of habits and attitudes formed. Youth itself is disillusioned. Young people have been taught that industry, thrift, sincerity, inevitably are the ways to success. Recent conditions have proved the contrary. These young people are easy prey to agitators who would destroy the very roots of our government. There is serious danger of the beginnings of a national youth movement. Similar youth movements in other countries have demonstrated how easily these groups become prey to intolerable exploitation. Perhaps the most sinister phases of the Nazism movement is concerned with the exploitation of youth.

The problem relative to youth and the increased leisure time can be expressed in a single statement. Leisure time activities must be constructive in order to prevent them being destructive. The conference recommended in this connection:

(1) To enlist youth with little or no compensation to help carry on community recreation programs;

(2) Have youth carry on nationally financed projects to prepare recreational facilities in communities.

The question uppermost in my mind is "What can we do about it here and now?" I have developed something of a program for my activities in this relation which may be suggestive to school administrators and laymen interested in "doing something about it."

A brief working plan must be developed for each community which has as its objectives on behalf of youth that—(1) no boy or girl should stop his education any earlier than is absolutely essential for his welfare; (2) no boy or girl who leaves school should be unoccupied.

Some of the essential activities which communities must undertake in realizing on these objectives are:

(1) Reorganization of the educational program to give more effective preparation for life.

(2) Improve service in guidance, counseling, and testing of individual capacities.

(3) Employment of a noncompetitive type if the individual is not in school.

(4) Avocational and recreational activities.

(5) Youth management and planning under advisory supervision of a community committee.

Each community should undertake an immediate survey of the youth problem. This survey will include:

(1) What is happening to youth just leaving school?

(2) What is happening to youth out of school and unemployed?

(3) What employment opportunities are there in the community for youth?

(4) What adaptations can be made in school program to keep youth in school?

(5) What adult educational opportunities can be made available to the 16-25-year age group?

(6) What recreational opportunities does the community offer for youth?

(7) What leadership, both youth and adult, is available for solving the youth problem.

The problem of youth in America constitutes an unequaled opportunity for education to exert a forward-looking leadership. The State Department of Education will be concerned during the coming year with suggesting to local groups ways and means by which they can safeguard the youth group. Additional material concerning specific projects will be furnished by the State Department of Education.

After the Washington conference, I spent my vacation as a summer session instructor at the Logan Agricultural College. It has been customary for this institution to hold what has been called a "National Summer Session," so-called because of the widespread national interests of those called to its faculty. Doctor Meiklejohn of the San Francisco School of Social Studies and the University of Wisconsin was a summer session lecturer. Doctor Fretwell of Columbia University was teaching extra-curriculum activities and lecturing on problems of youth. Doctor Gould, who was geologist with the Byrd Antarctic Expedition, was teaching geology and lecturing on the experiences of the expedition in Little America.

Following my return from Logan, I participated in the Western School of Nature Study at Fallen Leaf Lodge. This group of San Jose State Teachers' College instructors are rendering a unique service to the teachers of California and the extension of science teaching in our elementary schools. The summer session constituted a valuable opportunity for teachers to learn about the rich natural environment in which California children are being educated and ways and means of using this environment in a progressive type of school program. The excellent attendance at this summer session gives evidence to the awakening interest on the part of elementary teachers in this important field.

In the middle of July Miss Heffernan went to the Mount Shasta Summer Session to give the last three weeks of two courses—one in rural education and one in elementary school curriculum. Mrs. Gladys Potter gave the first three weeks of instruction. The classes were planned to give teachers practical guidance in inaugurating the activity type of program with special emphasis on their definite plans for next year.

EDUCATION

By BETTY CARMIENCKE

Harold came up with his usual
Scrap of paper and stub of a pencil
To inquire about the spelling of "silver."
I wrote it for him. He cocked his head
To one side and pondered the result.
"That doesn't look like silver,"
He said dubiously. I assured him,
Somewhat tartly, that it was silver.
"Well, all right then," he replied,
With a shake of his head,
"But it still doesn't look
Like the 'Silver War' to me."

AROMAS is situated in one of the beautiful valleys in Monterey County somewhat off the beaten track. It is a section that is given to the growing of much acreage of apricots and lately of berries. Walter H. Reed is principal of the Aromas grammar school, which is housed in an attractive modern building, constructed about five years ago. The school employs five teachers and has an enrollment of 165 pupils. This is Mr. Reed's eighth year as head of the Aromas school. Previous to coming to Aromas, Mr. Reed was at San Ardo for two years. The University of California and the San Jose State Teachers' College have been the places from which Mr. Reed acquired his educational training. This past year Mr. Reed was made member of the Monterey County Board of Education.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The primary election in California, held August 28 last, was indicative of the great unrest among the electorate of the state in regard to educational as well as governmental policies. It has been many years since there has been as many changes among the holders of the office of county superintendent of schools in California as the results indicate at this time of writing. It appears that after taking into consideration those persons who did not run for reëlection, adding to these those that were defeated in the primaries, taking into account the two elections that will be decided by the count of the absentee vote, and considering the fact that there will be more than seventeen superintendents who have to contest in the finals, the probability is that the personnel of the county superintendents of California will have over a 40 per cent new personnel January 1, 1934.

At this time of writing it is absolutely certain that there will be fifteen new county superintendents of schools. These include the six positions that were open by reason of the incumbents not running and those of the nine county superintendents defeated in the primaries. The five county superintendents not running for reëlection include Ida M. Collins of San Bernardino, Joseph E. Hancock of Santa Clara, J. E. Buckman of Tulare, Mrs. Blanche T. Reynolds of Ventura, Charles J. Toreson of Modoc and James B. Davidson of Marin. The nine county superintendents defeated in the primaries were W. L. Williams of Madera, Mrs. Elsie I. Bozeman of Kings, Edna H. Young of Santa Cruz, Belle Alexander of Sierra, Mrs. Alta S. Ohrt of Tehama, Mrs. Rowena M. Norton of Yolo, Mrs Bertha R. Murray of Humboldt, Harold M. Jenkins of Del Norte, and F. D. Patton of Mendocino.

The new county superintendents elected in the primaries number seven and are as follows: Lewis H. Britton, principal of the Morgan Hill Union High School, elected to the Santa Clara County superintendency; Janie M. Stocking, chosen in Santa Cruz County; Mr. Meadows, elected in Kings County; John W. Taylor, elected over F. D. Patton in Mendocino County; Joseph M. Hamilton, elected in Del Norte County. Robert Bugbee, former County Superintendent of Schools of Humboldt County for twelve years was again elected to the Humboldt County superintendency, and Mrs. Hallie Tierney was elected in Modoc County.

There were eight superintendents unopposed for election—Herbert L. Healy, Kern County; E. P. Mapes, Glenn County; Minerva Ferguson, Lake County; Eva Holmes, Napa County; G P. Morgan, Tuolumne County; E. E. Smith, Riverside County; Ray Adkinson, Orange County; Pansy Abbott, San Mateo County.

In four of the counties where the incumbent was defeated, the finals will be between other candidates. In Yolo County, Mrs. Eleanor Bandy contests with Miss Adele Marty; in Tehama County, Paul D. Henderson of Gerber is opposed by Mrs. Ruth Kerber of Red Bluff; in Madera County, the contestants are James M. Moon and H. L. Rowe; and in Sierra County, Anna S. Forbes contends with Mrs. Rosa Merrill.

Those county superintendents facing serious opposition in the finals include Robert L. Bird of San Luis Obispo County, who is faced in the final with L. O. Fox of Cambria, and Clarence W. Edwards, Superintendent of Fresno County, who is opposed by W. G. Martin. In San Bernardino County the final will be between Fred W. Clooney, assistant county superintendent of schools, and Burton Thrall, principal of the Piedmont School, Guasti. In Marin County a live fight will result between George Kendall of San Anselmo and Edna Maguire of Corte Madera. In San Benito County Blanche Davis is opposed by Hazel Ramsey Bengard.

Among those winning in the primaries over opposition were Ada York of San Diego County, Charles F. Schwoerer of Calaveras County, David Martin of Alameda County, Cornelius B. Collins of Imperial County, Minerva Ferguson of Lake County, James G. Force of Monterey County, Clara E. Kreiss of Trinity County, Dan H. White of Solano County, Mrs. Portia F. Moss of Placer County, Edwin Kent of Sonoma County, Mrs. E. M. Bruns of Alpine County, Mrs. Nora M. Archer of Mono County, John R. Williams of San Joaquin County, Mrs. Lourien E. Elmore of Stanislaus County, Mrs. Muriel Edwards of Santa Barbara County, and Mrs. Agnes Weber Meade of Yuba County.

The San Mateo School Science Fair that was held this past spring in the Central School, San Mateo, under the general chairmanship of Mr. Leil Young, principal of the Lawrence School of that city, was the beginning of an activity that is to be continued in San Mateo and will likely, because of its success, spread to other cities. The idea of the School Science Fair had its inception in fairs of the same nature that had been held for some years in New York State, and more particularly in the incentive given by the children's conservation committee of the Hillsborough Garden Club, led by Mrs. Howard Park, and the Burlingame-San Mateo Garden and Flower Club, with Mrs. Sprague Smith as sponsor.

The Science Fair was made possible by the splendid cooperation of seventy teachers and four hundred children, who for seven weeks, in school and out of school, working together and with the aid of the members of the community, collected and arranged the exhibits. The Central School was given over to the fair. The auditorium floor, stage, and wall spaces were utilized. Plots were landscaped with ferns and potted plants. The exhibits for most part were of the Nature Study type, listed under such subjects as plant life, animal life, conservation, sky studies, earth studies, and special projects. There

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were several thousand entries. And during the time of the Fair–Education Week nearly three thousand individuals visited the Science Fair.

Prizes were given and such interest was aroused, both among exhibitors and visitors, that the plans for the coming school year are to make the School Science Fair of San Mateo a bigger event than ever.

THE TRACY grammar school district has taken over the Tracy plunge (which was in receivership), and will run it for the benefit of the schools and the community at large. Don Cramer, physical director of the Tracy schools, is in charge.

A. F. COREY, for several years district superintendent of the Buena Park grammar schools, has been appointed by Ray Adkinson, Superintendent of Orange County schools, to the position of assistant superintendent of schools of Orange County. Mr. Corey will devote part time to supervision work, with two days a week in the office. Mr. Corey is finishing up his doctor's degree in education at U. S. C., where he is working under Doctor Osman R. Hull.

ROLLAND UPTON, principal of the Grand Avenue School, Buena Park, has succeeded to the position as head of the Buena Park schools, following A. F. Corey's acceptance of the assistant superintendency of Orange County.

BY A VERY HEAVY majority the voters of Beverly Hills voted this summer to withdraw from the Los Angeles High School District. This means that July 1, 1935, Beverly Hills will have control of both its grammar and high school pupils. E. J. Hummel, district superintendent of the Beverly Hills grammar schools, under whose superintendency such an outstanding system has been developed both in school buildings and in instruction, will have charge of inaugurating the new system.

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FRANK A. HENDERSON, Superintendent of the Santa Ana Schools, had this past summer the problem of reorganization of the educational line-up of the Santa Ana schools. In the past the Santa Ana Junior College and the Santa Ana High School have been housed upon the same campus, with D. K. Hammond in charge. Owing to the fact that much reconstruction of the high school plant had to be made in order to come up to state earthquake building standards, the decision was made that the time had come to house the junior college in a new setting. The wish was for an entire new campus and buildings. As that was unobtainable at the present time, the junior college has been moved to three reconditioned buildings and the Y. M. C. A. is being used for physical education. New equipment in this move has cost $18,000. The Santa Ana Junior College this past year had an A. D. A. of 611.

BRIAN M. DILLINGHAM for the past five years has been principal of the Cloverdale Grammar School, up in Sonoma County, where the vineyards and orchards and hop fields and natural scenic beauties make an enviable working place. The Cloverdale schools are growing in average daily attendance. This past year 184 students were enrolled, against 176 of the year before. The A. D. A. increased from 159 to 166. Mr. Dillingham and his teachers are carrying on a progressive plan of education, and the use of the radio in receiving the Standard Broadcast in Music has been of great value in arousing interest in music education. Cloverdale is another place where all of the teachers received a raise of salaries this year.

IN SAN DIEGO COUNTY, this past year, Miss Ada York, Superintendent of County Schools, considers that the work done by the Association of Music Teachers of the county, under the presidency of Claude K. Webster, head of the music department of the Coronado High School, has been of the greatest value in building up of an appreciation of good music. It has been the plan of this association, with a membership of some sixty-five music teachers, to have monthly meetings in various sections of the county. Standards have been discussed with the viewpoint of keeping alive the appreciation of real music and of trying to make its rendition possible in part by pupils in the county. Other officers of the association include Mrs. Merle C. Donohue, secretary, and Mrs. Belle A. Norton, vice president.

R. L. CRANE, district superintendent of the Daly City Schools, due to the fact that the P. W. A. has notified the school district that its request of December last for a loan of $105,000 has been granted, is involved in a bond campaign for October. A bond issue of approximately $80,000 will have to be voted by the people before the P. W. A. will give a grant of approximately $25,000. The money, if secured, will be used in the replacement of three wooden buildings. The P. T. A., American Legion, and other civic organizations are campaigning for the bonds.

JOHN GILL, Superintendent of the Redwood City grammar schools, is expecting to lay much emphasis upon music instruction this year. Another music teacher is being hired in that field. A new development has been the establishment of a research and guidance department. James W. Thornton, who has been in the system for several years and is working for his doctor's in education at Stanford University, is being assigned to give half of his day to guidance problems. This summer several SERA projects were under way in the Redwood City schools. It is expected that in the coming year the A. D. A. of 1696 of last year will be surpassed.

GEORGE B. ALBEE, for the past twenty years superintendent of the Eureka city schools, was honored this past summer by being elected to the superintendency for another four-year term.

A COLUMBUS DAY PROGRAM

By VANZA NIELSEN AKER

This program had its inception in the desire to give to teachers a Columbus Day program that could be presented without too much expenditure of time or energy. Although it was originally planned as an auditorium program for the entire school, parts of it, or all of it, could easily be adapted to the classroom. An attempt was made to suggest a program not so advanced that the younger children would fail to enjoy it, nor so elementary that it would be distasteful to the older children. The primary children might handle some of the songs and part of the dramatizations, the upper grades the roll call, poem, essay, tribute, and more advanced dramatizations.

PROGRAM

Roll Call—Cities, rivers, and countries named in honor of Columbus.

Song—"America."

Dramatization—"Columbus Seeking Aid at the Court of Isabella."

Poem—"Columbus," by Joaquin Miller.

Dramatization—"On Board the *Santa Maria.*"

Essay—"The Courage of Columbus."

Dramatization—"The Discovery of a New World."

Song—"Columbia, the Gem of the Ocean."

Tribute—"A Tribute to Columbus." [Repeated in concert after the leader.]

Flag Salute—Audience.

Song—"America the Beautiful."

ROLL CALL

It is suggested that this be made a class project. The pupils can readily find the names of cities, rivers, and countries named in honor of Columbus from any good encyclopedia. They will enjoy doing so.

DRAMATIZATION

"Columbus Seeking Aid at the Court of Isabella."

Characters—Isabella, Queen of Castile; Columbus; Lady-in-Waiting; Treasurer of Castile; Treasurer of Aragon; Juan, Prior of a Convent; Six Citizens of Seville.

Scene I—[An outdoor scene in Seville in the year 1492. It may be a public park, with a bench and any other stage properties that are convenient, or it may be any other outdoor scene that would be easier to stage. The use of costumes is left to the discretion of the teacher. If they are desired, there are many pictures, current to the period, that will offer suggestions. As the curtain rises, five of the citizens are on the stage. If the park scene is chosen, the third man and perhaps another may be on the bench, the fourth man at the side of the stage whittling a stick, the others lounging about. All the men are laughing.]

First Man—The Italian is crazy, I tell you. [*Touches his forehead, then shakes his head.*]

Second Man—A plague on him! Sailing west to find the east! Even my little Pedro would know better.

Fourth Man [*whittling stick*]—And often have you said, Felippe, that no man ever had a son more stupid. [*There is a burst of laughter, sixth man enters.*]

Third Man—Good morning, Jose. Here, rest yourself and be comfortable. [*Moves over on the bench.*]

Sixth Man [*seating himself*]—The saints be with you, my friends. What is all the laughter?

Fourth Man—We were talking about this fellow Columbus.

Sixth Man—Shame! Can you think of nothing better to occupy your time this bright morning? Why waste time on a simpleton who is fit for nothing but idle dreams?

Fifth Man—You do not believe his story, either, Jose?

Sixth Man—Believe it! Do I believe that the sun comes up in the north, and when it is day time do I go to bed?

Second Man—My grandmother is in bed this day, but she is old and sick.

Fourth Man—I have it! Columbus is sick [*points to his head*]—sick in the head! [*All laugh.*]

Second Man [*disgustedly*]—A *round* world! A round world indeed! Even a man with one eye could see that the earth is flat. I have been all the way to France, and I swear to you that the earth was flat as far as I could see.

Fifth Man—Still I am not so sure. Other men than Columbus have believed that the world is round. Suppose they *should* be right, suppose Columbus *should* find India. Think of all the glory that would be Spain's. Think of the ships laden with gold, of all the rich jewels and the savory spices.

First Man [*emphatically*]—It is impossible! Impossible! How could anyone sail into the west and find the east?

Fifth Man—But if the earth is round—— [*Others begin to laugh and ridicule him.*]

Second Man—If it is *round?* If the earth is round, why does not the water spill out? [*Others nod approvingly.*]

Third Man—If Columbus *did* reach India, how could he sail back again? [*Others look at him questioningly.*] If the earth is round, there must be an uphill and a downhill in the ocean. If Columbus sails downhill to India, how could he get back? A ship will not sail uphill. What good would be all his ships of gold if he could not sail back again?

First Man—You are right. It is foolish to even think of it. If the world were round, the people on the other side would be upside down. [*Laughs.*] How queer that would be, to see people walking around on their hands.

Fourth Man [*putting knife into his sheath*]—And the trees would be growing with their branches downward.

Second Man [*laughing*]—And it would rain and snow upward. Imagine rain spurting from the ground like fountains.

Third Man—I trust the king will not be led to believe this silly story.

Sixth Man—Even if he should believe it and grant Columbus ships, I do not believe any man would be foolish enough to go with him.

First Man—I, for one, would not. Only yesterday I heard the sailors tell about the great monsters that live in the sea and lie in wait for vessels that go too far from land. Some of them are big enough to swallow a boat at one gulp.

Third Man—No ship could sail far out into the sea and come back. Even if it chanced to escape the dreadful monsters, it would come to the jumping-off place and fall off the earth.

Fourth Man [*shudders*]—I am glad that I am safe at home.

Fifth Man—You may all be wrong, and Columbus right. If the King should grant him ships, I will go. [*All begin talking at once.*]

Sixth Man—You have gone crazy, too, Jose.

First Man—You will be lost, etc., etc.

[Curtain]

Scene II—[At the court of Isabella. Queen Isabella is seated on a raised platform, or throne. On her left stands the Lady-in-Waiting. Columbus is standing beside a table, in the center of the stage, on which is spread a large map. The others are grouped about, not too formally: the Treasurer of Aragon, the Treasurer of Castile, and Juan, Prior of a Convent.]

Juan—A thousand blessings on Your Majesty for granting us this audience! I come to plead for my friend Columbus. Not long ago, weary and discouraged, he sought refuge in my convent. He was on his way to France to lay before the King the plans of a great mission, plans that would make France the most powerful nation in the world. I begged him not to go, to wait in Spain a little longer, to seek once more your aid in this noble undertaking. But I should say no more, he knows his plans far better than I.

Columbus [*bowing before the Queen*]—Your Majesty has heard my plan before. If you see fit to give me ships and money, I will lead the way for Spain to find untold wealth and power. I am not the first man to believe that the world is round, many wise men have believed it before my time, but I will risk my life to prove it.

ISABELLA—You dream great dreams, Columbus, but I have faith in what you say. The world is truly in need of a new route to India.

TREASURER OF CASTILE—Indeed it is, Your Majesty. Our people are clamoring for the perfumes, spices, and jewels.

ISABELLA—Our last caravan was captured by the Turks and all the men were killed or held as prisoners, but how do you know that you could succeed? What makes you believe the world is round, that you could reach the Far East by sailing west?

COLUMBUS—I have watched the ships go out to sea times without number, Your Majesty. As the ship sails out, first the hulk disappears from sight, and then gradually the mast, until the very uppermost part is the last to be seen. I believe that if the world were flat, the whole ship would gradually get smaller and smaller until it became a mere speck on the horizon.

ISABELLA [*a little doubtfully*]—Perhaps it is as you say, Columbus.

TREASURER OF ARAGON [*very agitated*]—It is an idle scheme to get money, Your Majesty. This man can prove nothing. Our treasuries are nearly empty. Do not listen to him, I beg you.

TREASURER OF CASTILE [*with a show of patriotism*]—If Your Majesty wishes to assist this man, Castile will find the money.

ISABELLA [*slowly*]—How many vessels would you need, Columbus?

COLUMBUS—Three ships would be sufficient. With three ships and men to sail them, I will unfurl the flag of Spain in distant lands!

TREASURER OF ARAGON—Three ships outfitted for so long a voyage would cost a sum so great that Spain would not be justified, Your Majesty. The wars with the Moors have left us nearly penniless. Surely you do not deem it wisdom to spend money for ships to sail over the edge of the world.

COLUMBUS—The world has no edge. If a ship sails far enough it will go around the world and come back to the place from whence it came.

TREASURER OF ARAGON [*angrily*]—A story for fools and children!

COLUMBUS [*points to map*]—Surely Your Majesty can see that if we set sail here, we have but to sail around this way in order to reach the rich land of India. [*Traces line of journey on map.*]

TREASURER OF CASTILE—If what he says is true, Spain will become the richest nation in the world.

TREASURER OF ARAGON—The King would not listen to such a foolish venture. It is madness, Your Majesty. Did not King John of Portugal, after he had heard the tales of this man, secretly send out ships to see if they were true? Did not the sailors come back with nothing for their pains but long nights of horror?

TREASURER OF CASTILE—King Johns' captains were too cowardly to sail far. They became afraid and put back to land with lies upon their lips.

LADY-IN-WAITING [*stepping forward and bowing*]—Will Your Majesty permit me to make a suggestion? [*The Queen nods her approval.*] I have heard this man's story many times. We do not know what is beyond the blue horizon. Perchance he is right, there may be out there a land as glorious as our own, a land whose rivers run bright with gold and whose breezes are sweet with spices.

QUEEN [*smiling*]—A pretty thought, my dear.

LADY-IN-WAITING—If this Genoese makes wondrous discoveries, I would that the name of our fair Queen Isabella should be linked with his, that it might forever be on the lips of all men. [*Queen motions to her. Lady-in-Waiting steps nearer and bows again. The Queen speaks very low and hands her a small key. The Lady-in-Waiting exits.*]

TREASURER OF ARAGON—It is useless to think of this wild scheme further. Only this morning the King expressed himself as strongly opposed to it. He would never consent. Dismiss it from your mind, Your Majesty, and let us go about the affairs of court in peace.

TREASURER OF CASTILE—If Your Majesty believes in this man, why should you not help him? If the King is not willing to provide ships and men for Columbus, why does not your own kingdom, Castile, undertake to do so? In that case it would not be necessary to obtain His Majesty's consent.

QUEEN [*leaning forward and speaking rather eagerly*]—You are suggesting that my own kingdom, Castile, assume the responsibility.

TREASURER OF CASTILE—In my opinion, it would be wisdom, Your Majesty. Let Castile give him ships and men. Let Castile get all the riches. Let Castile receive the glory!

COLUMBUS [*taking heart, and speaking earnestly*]—I have waited long, Your Majesty. Soon I will be an old man. I pray that you will grant my wishes. Give me ships and men and let me find a new route to India. Let me prove that the Far East can be reached by sailing west, let me prove that the earth is round.

JUAN—I believe Your Majesty would do well to listen to his prayers. Wealth and power will be yours, and the religion of our fathers will be carried to the uttermost parts of the world. [*Enter Lady-in-Waiting with jewel case, takes her place beside the Queen.*]

QUEEN—I have listened to you many times, Senor Columbus. I have thought about your plans in the day and often have I dreamed of them at night. I have made my decision. Castile will send you forth on this great mission. Castile will give you ships and men. [*Motions to Lady-in-Waiting for jewel case, opens it and displays an assortment of necklaces.*] Here are our jewels, we will pledge them for this great undertaking.

TREASURER OF CASTILE—That will not be necessary, Your Majesty. Keep your jewels. Castile can always find money for so great an adventure.

QUEEN—Nobly said! You are a true Castillian! See that Columbus has three ships, and good ones. See that he has men and money with which to make the voyage. And do not tarry; make haste, that he might begin at once.

COLUMBUS [*kneeling*]—Your Majesty will not regret the faith you have placed in me. The noble banner of Castile shall fly in many foreign lands and all men shall speak your name!

[Curtain]

POEM

The poem "Columbus," by Joaquin Miller, is so universally known that it was not deemed necessary to reprint it here. It is available in any library and in many school texts. It may be read between the dramatizations or at the point suggested in the next dramatization.

DRAMATIZATION

"On Board the Santa Maria."

Characters—Six sailors; Columbus; Mate.

[The scene is on deck the *Santa Maria.* It will probably be advisable to have the stage partly dark to carry out the illusion. The side of the ship, built of brown paper stretched across a wooden frame, conceals part of the deck. The words "Santa Maria" are painted in big letters on the paper. Sails, also made of brown paper, ropes strung about, and a rope ladder hung over the side of the ship will add to the atmosphere. As the curtain rises, the sailors are on the stage. They may be seated on benches or boxes, or even a wooden barrel. Some of them are mending ropes, others are whittling, all are going about their work listlessly. While the curtain is rising, a chorus off stage sings "Sailing"—found in "101 Best Songs." When the song is finished, the first sailor walks to the back of the stage and looks into the distance. Suddenly he whirls around.]

FIRST SAILOR [*he is very agitated and there is despair in his voice*]—How much longer must we go on like this? Day after day and nothing but water, water! Much more and I shall go crazy as Columbus! [*Paces deck.*] By the holy saints, if ever I set foot on land again, never will I leave it! Water! [*Shudders*] Ugh, I even loathe the taste of it upon my lips.

SECOND SAILOR—You will never set foot on land, Enrico. Did not Columbus tell us when we came with him that in three weeks we would have our laps full of gold and our tunics heavy with spices? We have sailed many days beyond that and what have we? [*Shrugs shoulders.*] A doom for following a madman!

FOURTH SAILOR [*putting down his rope and speaking in a stage whisper*]—Have you noticed the needle of the compass? It is bewitched, hither and yon it swings [*indicates with movement of his hand*]—no longer does it point directly toward the north.

SIXTH SAILOR—It no longer points to the north! The mercy of the saints upon us, we are lost, lost!

FOURTH SAILOR [*still in stage whisper*]—And have you noticed that we have sailed 'round and 'round for days?

FIFTH SAILOR [*in scared whisper*]—What does it mean, Jose?

FOURTH SAILOR [*speaking a little louder, but tragically*]—It means that we are in the clutches of a dreadful monster. He lashes his tail and we go 'round and 'round. He is but waiting to devour us.

THIRD SAILOR—Perhaps we are coming to the edge of the world and will fall off. [*All the men look anxious; in their excitement they have dropped their work and sit staring at each other.*]

FIRST SAILOR—Columbus must turn back. We'll *make* him turn back!

THIRD SAILOR—We have begged him many times, but his answer is always the same—"Sail on."

FIFTH SAILOR—I wonder if he saw the great light last night?

SECOND SAILOR—A light? I did not see a light. [*Others in chorus, "You did not, where were you?" etc.*]

SIXTH SAILOR—A great streak of light fell from the sky and dipped into the water.

FOURTH SAILOR—It trailed across the sky like a fiery cross and disappeared. It was a sign from heaven that we should go no farther.

FIFTH SAILOR—And that was not all. After I had seen the light, I could not sleep, so I went on deck. While I was looking out over the sea, I saw a dark head rise out of the water and sway back and forth. The monster turned and looked at me with eyes that gleamed fiercely in the dark, and I could feel the boat sway as if by a terrible storm.

SIXTH SAILOR [*in awe*]—What did you do?

FIFTH SAILOR—I could do nothing. My feet would not move. I tried to ask deliverance from the saints, but I could not speak. Suddenly the monster disappeared and where it had been there was a great whirlpool. [*In a half whisper.*] That is why we go 'round and 'round, it is forever with us. [*Sailors groan and shudder.*]

FIRST SAILOR [*very agitated*]—Columbus has no right to risk our lives, we have followed him too long. Every man has a right to save himself. We will make him go back!

SECOND SAILOR—You are right, we have followed him long enough. It is time *he* listened to us.

THIRD SAILOR—But he will *not* listen. He does not believe our stories.

FIRST SAILOR—We will *make* him listen. Tonight—now! When he comes on deck, we will ask him to turn back. If he does not——

FIFTH SAILOR [*eagerly*]—Yes, if he does not?

FIRST SAILOR [*motions to the men, they gather around him as he speaks in a whisper*]—If he does not, we will throw him into the sea. [*Mate has been listening off stage. He now enters.*]

MATE—To your work, men. We have no room for loafers on this ship. [*Men return sullenly to their work.*]

FIRST SAILOR [*hesitating*]—We—we want to turn back—we want to go home.

MATE—Columbus will not turn back. What ails you, are you cowards?

SECOND SAILOR—We have sailed a long time and we have found nothing. We are discouraged.

FOURTH SAILOR [*with spirit*]—Columbus has no right to lead us to our doom.

MATE—To your doom? He is leading you to India. Soon you will have gold——

FIFTH SAILOR [*interrupting sarcastically*]—India! He will never find India! We will fall off the edge of the world!

SIXTH SAILOR—Even the heavens are against us. There was a great light last night.

MATE [*laughing*]—You mean the star that fell? That was nothing. I have seen it often. Go to bed and forget your foolish fears. [*Men go out slowly, muttering to themselves.*]

COLUMBUS [*entering just as the sailors go off the stage*]—What is wrong, my friend? You look worried.

MATE—The men are growing ugly again. They want you to turn back.

COLUMBUS—Turn back, when any sun may bring the shores of India within our sight?

MATE—I heard them plotting against you, Señor. If you do not go back, they say they will throw you into the sea.

COLUMBUS—Never fear, they have threatened that before.

MATE—But they seem more determined this time.

COLUMBUS—I am not afraid. Leave me now, that I may watch in peace. [*Mate exits and Columbus goes to back stage and looks into the distance.*] [*Reading off-stage of the first and second verses of the poem "Columbus," by Joaquin Miller. During the second verse of the poem, the sailors come on the stage stealthily, motioning and talking among themselves. When the poem is finished, they advance toward Columbus boldly. He hears them and turns around before they reach him.*]

COLUMBUS [*sternly, but not unpleasantly*]—Good evening, men. What brings you from your beds at this hour? [*Sailors drop back a little, they urge the first sailor to speak.*]

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FIRST SAILOR [*stuttering*]—We——we—are tired, we want to go back—to Spain.

SECOND SAILOR [*taking courage and speaking rapidly.*]—Always you tell us by tomorrow we will find land, but we do not find land!

FOURTH SAILOR—We want to go back. Now! Tonight!

COLUMBUS [*steadily*]—We will not go back. Never will I turn the ship toward home until we have found India. Only be patient; surely it can not be long.

FIFTH SAILOR [*angrily*]—Patient! Patient! We have been patient. What do we get? No—no, we will not wait. We want to go back.

COLUMBUS [*decisively*]—We will sail on until we have reached India. [*Sailors huddle together and talk among themselves; they advance a little closer to Columbus.*]

FIRST SAILOR—We will not follow you longer, Señor. Either you turn back or [*hesitates*] or we—we will throw you into the sea! [*They advance toward him.*]

COLUMBUS—The reward will be great, men. You have gone a long way, will you give up when even a new day may bring victory?

THIRD SAILOR—We are sick of idle promises. [*To men*] Come on, if he will not go back, let's throw him overboard. [*They start toward Columbus.*]

COLUMBUS [*in commanding voice*]—Stop! [*The men hesitate.*] What will you go back to? What will the Queen say if we return empty-handed? Carlos, where were you before you came with me?

SIXTH SAILOR [*a little ashamed*]—In prison, Señor.

COLUMBUS—Is it better to die in prison than to go on? [*Sixth Sailor hangs his head.*] Jose, where were you?

THIRD SAILOR—I—I was in prison, too.

COLUMBUS—What will you go back to, Enrico?

FIRST SAILOR—I—I [*does not answer.*]

COLUMBUS [*kindly*]—The way has been long, and you have suffered many hardships, but surely heaven will reward us. Go back to your beds and sleep. There is another tomorrow! [*Sailors hesitate, then shuffle off stage; there is still some muttering. Columbus turns back to his watch. Reading off-stage of the third verse of the poem "Columbus," by Joaquin Miller.*

[Curtain]

ESSAY

It is suggested that the upper grades, after a preliminary study of the life of Columbus, write an essay entitled "The Courage of Columbus," the best one to be read during the program.

DRAMATIZATION

The Discovery of a New World.

Characters: Columbus; Six Sailors; Mate.

[Scene, same as in the dramatization "On Board the *Santa Maria.*" It is about 2 o'clock in the morning. The sailors, Columbus and Mate have been watching all night for a sight of land. As the curtain rises, Columbus and the Mate are at the back of the stage looking into the distance, the first, second, and fourth sailors are on the left side of the stage in an informal group, the fifth, third, and sixth sailors are on the right.]

COLUMBUS—Take heart, men; land can not be far distant. By tomorrow the long waiting may be over. Even when the sun rises, we may see the shores of India in the distance.

FIRST SAILOR [*talking to his companions*]—I hope he is right this time. He has said that many times before.

SECOND SAILOR—But it is very hopeful. Where is the branch we found floating on the water this afternoon?

FOURTH SAILOR—Carlos has it. [*Calls across stage to fifth sailor.*] Let us see the branch, Carlos.

FIFTH SAILOR [*walks across stage and hands them a branch with berries on it*]—It was green when we found it. That means it could not have been broken from the tree long. Land must not be more than a few miles away. If it were light, perhaps we would be able to see it now.

[*Third and sixth sailor have been examining a hand-carved stick.*]

SIXTH SAILOR [*calls across stage*]—This is a queer piece of wood. The man who carved it was very clever with the knife.

THIRD SAILOR—Another proof that land is near. How else would this hand-carved stick be found upon the water?

SECOND SAILOR [*walking across stage and examining stick*]—It is indeed queer. It must have required great patience.

FOURTH SAILOR—The flock of birds was a welcome sight for eyes that have looked long upon nothing but water.

FIFTH SAILOR—And they were not sea birds either. Those birds do not fly far from land.

FIRST SAILOR [*calling respectfully to Columbus*]—Do you see anything, Señor Columbus?

COLUMBUS—Not yet. I am expecting to at any moment.

MATE—He is right this time. The signs cannot fail.

SIXTH SAILOR [*talking to companions*]—What do you think India will be like?

SECOND SAILOR—The air will be sweet like perfume.

THIRD SAILOR—There will be much gold there.

FOURTH SAILOR—And the women will have many jewels.

COLUMBUS [*excited*]—Men, I see something! It is a light! [*With cries of "A light! A light!" the sailors rush back stage and look in the direction Columbus is pointing.*]

MATE [*joyfully*]—It moves! See! Perhaps it is a camp-fire or a signal light. [*Everyone is excited and very happy.*]

COLUMBUS [*he is very jubilant*]—At last we have found land! Heaven be praised!

SAILORS [*patting each other on back and exhibiting signs of joy*]—We have found land! Land! Land!

[Curtain]

TRIBUTE TO COLUMBUS

[*To be repeated in concert after the leader.*]

"All hail, Columbus, father of a new world! You did not know the great work you had done. You did not know that by your faith you led the way for man to build a better world in which to live. You dreamed and made a dream come true! Not only because you discovered a new world, but as a tribute to your faith and to your courage, we salute you!"

[It was not intended that the third and fourth dramatizations should be presented by the same group of children. The last and first dramatizations were made very simple so that they might be handled by the smaller children. The other two are more adaptable to the upper grades.]

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The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

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Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

Items Gleaned Here and There About County Libraries

SCHOOL REPORTS

Recent reports from forty-three county libraries showed that they had sent to 2285 school districts a total of 1,334,069 books during the year. In addition, the school districts had retained in their schools from the previous year 975,944 books, making a total of 2,310,013 books used by the schools and furnished to them through the forty-three county libraries. This tremendous circulation of books brings many problems to the county librarians.

When the schools close for the summer vacation the general policy of the county librarians is to have the teachers return to the county library the books which will not be used during the first term of the ensuing year, the books which need repairing or cleaning, and the ones that should be discarded. It is a stupendous task for the county librarians and the assistants in the school library department of the county library.

FRESNO COUNTY

To decrease the number of school books which need repairing, cleaning, and discarding, and lessen the work attendant upon the same, Miss Sarah E. McCardle, librarian, Fresno County Library, has devised a plan to meet the situation with the 154 school districts which have joined the county library. Monthly round-table talks on the care and mending of books were given this year on Saturdays by Mrs. Margaret G. Van Dussen, head of the school department of the county library. Each Saturday a different group was taken. First were the one-teacher schools, followed by schools having two, three, and four teachers. Between thirty-five and sixty teachers attended each round-table talk. The cumulative effect of the coöperation of the teachers and rural school supervisors with the county librarian and head of the school library department in the effort to have better care taken of the books will result in saving many of them, in conserving money for the purchase of the great variety of books required by the schools, and in teaching children to care for public property.

KERN COUNTY

The county libraries of California have, as far as possible established branch libraries in Civilian Conservation Corps camps and much appreciation has been expressed by the officers in charge for the books and magazines which have made the long winter evenings a time of recreation and opportunity to study instead of hours of unbearable idleness.

In a letter printed in the Bakersfield *Californian* written by Captain Myles K. Stolz, 332d Infantry, commanding the civilian corps at Camp Fulton, to John D. Henderson, librarian, Kern County Library, thanking him for his fine work in supplying books to the conservation camps, he said: "It is my personal opinion that one of the greatest factors in maintaining the high standard of morale and the low record of disciplinary measures at Camp Fulton during the past winter was the branch of the Kern County Library. That it was widely used can easily be seen from the circulation reports we have sent in."

LASSEN COUNTY

Early this year the Susanville *Advocate* printed under the caption "Do Lassen County People Read?" an excellent article by Miss Lenala Martin, librarian, Lassen County Library. She answered emphatically "Lassen County people do read. An average of $45 worth of books were taken home by each borrower from the county library branches and read during 1932–33. A total of 109,448 books, magazines, and newspapers valued at $273,620 were used. Of these 95,970, or $239,925 worth, were taken home to use. This year saw a greater demand than ever for study aids as well as for recreational reading. From the State Library were borrowed 1480 books to supply special requests when the county library did not have the requested material. The requests are for the unusual book or deeply scientific book. This year the lack of funds in the county library added to the number of books necessary to request from the State Library. We were able to furnish material valued at over $5000 by borrowing from the State Library."

Miss Martin told also of the extensive specialized service given to the schools and said it averaged a value of $16 per pupil and teacher based on books and material sent during the year from the county library to the schools.

Although this large public library service was given to the entire county and this fine specialized service to the schools, it cost for public library service only the low library tax of 7 cents on each $100 of assessed valuation, and the thirty-one school districts which had joined the county library had transferred only $2200 in school library funds.

Miss Martin ended by saying "Lassen County people are a reading population and are using the library more and more each year."

TEHAMA COUNTY

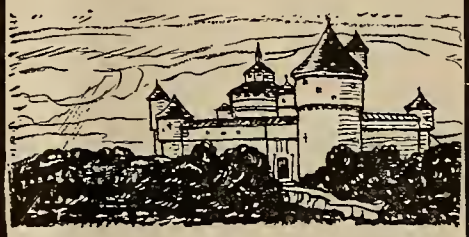
Custodians of county library branches are a vital factor in the success of the county library plan to make books available to every person who lives outside of cities and towns with tax-supported libraries. A few library branches are as large as small-town libraries and have trained librarians to administer them. The vast majority of branches have people as custodians who are untrained in library work but are interested in furthering library service for the rural communities in which they live.

In order that these branch custodians shall have a unified interest in their respective county libraries, learn from one another's experiences, and become acquainted with each other, many of the county librarians call them together once a year for a custodians' meeting. These meetings result in better library service for the people.

This year the Tehama County Library joined the ranks of the county libraries which hold custodians' meetings. The first annual meeting, held in the main library in the courthouse, was well attended, and under the tactful, zestful leadership of Miss Anne Bell Bailey, county librarian, every custodian

Interest stirred

by fact and fancy



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THE CHILDREN'S BOOKSHELF

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Stories of fact and fancy by authors whose ambition has been to satisfy the imagination and curiosity of children in a new reading series for the first six grades. A glance at a few of the fifty-nine titles in Book V, In a Green Valley, shows the variety and comprehensiveness of subject matter: In a Green Valley; The Invisible Prince; The Cheese Cave; A Trip on the Mississippi; Bird-Banding; The Hooked Rug; The Story of the Horse; Daniel Boone; Elf-Hunting; The Giant and the Whale; The Harvest Dance. Send for descriptive circular #697.

GINN AND COMPANY

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came prepared to tell something of interest about her branch library. Human interest stories were in evidence continually.

At the morning session, besides having reports from the custodians, the county librarian and the members of the county library staff gave talks on the work at the main library and the service from the State Library.

Mrs. Alta S. Ohrt, County School Superintendent, paid a glowing tribute to the fine, comprehensive service given to the schools by the county library and contrasted it with the limited, unsuitable books that were in the school district libraries prior to the present system of county library service to schools.

The value of the county library to rural women and their appreciation of its benefits were related by Miss Edna Black, home demonstration agent.

After the group had enjoyed a lunch prepared by the ladies of the Baptist Church, Mrs. H. N. Woodward, chairman of the book section of the Tehama County Women's Club, gave a talk on inspiration received through books and mentioned recent books which might become classics.

At the afternoon session Mrs. May Dexter Henshall, county library organizer, gave an illustrated talk in which she contrasted the aridity of library service in California prior to 1900 with the practically universal library service developed since that date. Ninety-eight per cent of the people of California have public library service made available to them. Mrs. Henshall emphasized the great importance of the branch custodians, as the rural people, served through 1605 community branches of county libraries, depend upon the custodians as the vital connecting link between the borrowers and the source of the books in the main library at the county seat.

CONTRA COSTA COUNTY

The Crockett *Signal* published the following interesting item concerning one phase of county library service which is carried on under the direction of their county librarian, Miss Jessie Lea: "The Contra Costa County Library picture collection now has over 12,000 pictures for use of county borrowers. These may be loaned to individuals as well as to schools and branch libraries. The pictures have been collected from picture dealers, second-hand book stores, the National Safety Council, National Child Welfare Association, National Geographic Society, and Smithsonian Institute. They are moved from one branch to another."

RUTH COMFORT MITCHELL

The California Section of the State Library has as one of its most interesting borrowers Ruth Comfort Mitchell. At a meeting in Sacramento where she was the speaker she told of a group of four books which she has written for Appleton & Company as one of their Old Town Series. Almost all of the material for the books, the author stated, was obtained in the California Section of the State Library, with the assistance of Miss Eudora Garoutte, to whom the fourth book was dedicated. Miss Garoutte was head of this section from its beginning in 1903 until she retired July 1, 1933.

In writing the four books the speaker said she used fact as a springboard for a dive into the sea of fiction. In each volume a phase of the building of the city of Yerba Buena, later San Francisco, is dealt with and run through with a touch of romance. The first book, "Blue for True Love," deals with the days of alcaldes and the senoritas. The second, "Fire," concerns for the most part the vigilantes and the days of Lily Hitchcock. The third book, "Curtain!" discusses Ada Isaacs Mencken and others of her day. The fourth one, "Tell Your Fortune?" deals with the period of the earthquake and rebuilding of the city.

THE TALKING BOOK

According to the American Foundation for the Blind, Inc., with headquarters at 125 East Forty-sixth Street, New York City, "Not more than one-quarter of the blind people in the United States make any practical use of braille books; therefore a new door to literature has been opened through the "Talking Book" which the American Foundation for the Blind has now developed to the point of manufacture.

"The Talking Book" reproducer is a combination electric phonograph and radio set measuring about 20x15x9 inches and contained in a single unit so that when closed it may be carried as a suitcase. It weighs about thirty pounds. There are three types of machines, priced at $20, $35, and $37.50, respectively

As soon as a plan can be put into effect to equip a reasonable number of blind people with talking machines, the Library of Congress will establish Talking Book Libraries, operated in conjunction with the present braille libraries for the blind throughout the United States.

Six phonograph records, each of which required eighteen minutes to "play," reproduces a book-length novel. Gordon Lathrop, a blind journalist, supervised the demonstration of a "Talking Book" at the California Library Association convention in Pasadena this year. Mr. Lathrop was accompanied by "Millie," his "seeing-eye" dog.

NOTES

Miss Gretchen D. Knief of Santa Monica, who was recently appointed librarian of the Siskiyou County Library, assumed her duties on August 1. Miss Knief has been on the staff of the Los Angeles County Library for the past four years.

Miss Romaine Richmond, librarian, Imperial County Library, was married on July 28 to Leo Arthur Magee. Mrs. Magee will continue her work as county librarian.

WESTERN SCHOOL NEWS

HONORABLE VIERLING KERSEY has called the annual conference of county, city, and district superintendents to meet at Hotel Del Coronado on October 11, 12, and 13. The theme: "Public Education in Transition." The Hotel Del Coronado is such an attractive place that there should be a large attendance of superintendents and their wives, book men, and others interested in the educational program.

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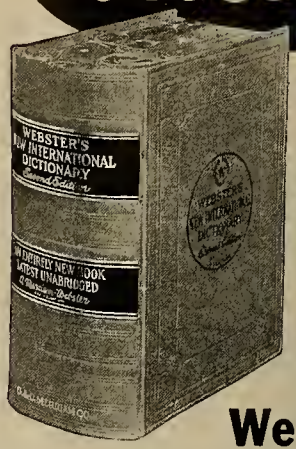

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BOOK REVIEWS

The Youth of Old Age, by Johnson Brigham. Marshall Jones Company, Boston, Publishers. 209 pages. Attractive jacket. Price, $2.50.

This book by Johnson Brigham, State Librarian of Iowa, Des Moines, is of interest both to the old and young. Mr. Brigham is himself eighty-eight years of age, and has been State Librarian since 1898. He has collected a wealth of quotations from authors, both ancient and modern. He has added his own pertinent observations, delightfully enlivened by his dry humor. Doctor G. Stanley Hall, in his "Senescence," paints a rather gloomy view of old age, but Mr. Brigham approaches the subject with gay humor, with wit, philosophy, and generous tributes to those who have carried the enthusiasms of youth into old age. We must admit to ourselves, however, that old age is definitely final. Enthusiasm will not restore the vigor of youth. It is a sad story, but this author makes a successful effort to broaden the vision of age, so that life is made more interesting in the after-glow of a sunset philosophy. The publishers have made an attractive book, and it's a fine volume for a gift to anyone who has passed his seventieth birthday, or suitable for library purposes, and the regular browser will enjoy it.

How to Draw Children, by Bernice Oehler. Bridgman Publishing Company, Inc., Pelham, N. Y. Fifty pages, size 8x11. Price, $1.50.

This book is an attempt to portray the character and spirit of a chlid as distinct from the adult. The drawings were made at many different times and places. The book is very valuable to the young artist and will be helpful in many ways.

"Major Units in the Social Studies," for the intermediate grades, by Charles W. Waddell, Director of the Training Department, University of California at Los Angeles; Corinne A. Seeds, Principal and Supervisor of the Elementary School, University of California at Los Angeles, and Natalie White, Supervisor of Arts, Elementary School, University of California at Los Angeles. 390 pages. Illustrated. Copyright 1932. Publishers, The John Day Company, New York. Price, $2.50 list.

One of the most comprehensive studies of recent years in regard to new methods in teaching in the elementary schools has been the volume on "Major Units in the Social Studies" that was an outgrowth of the work undertaken in this field by the staff of the intermediate grades of the elementary school of the University of California at Los Angeles. This staff consisted of Charles W. Waddell, director of the training school; Corinne A. Seeds, principal and supervisor; Laverna L. Lossing, supervisor of music; Marian Shepard, supervisor of physical education; Natalie White, supervisor of arts; Bessie Hoyt, training teacher of fourth grade; Helen Bouton, training teacher of fifth grade; Emma Jane Robinson, training teacher of sixth grade; Mrs. Edith Bradford, secretary; and Elsa Gilbert, stenographer and typist.

Fusion Mathematics, by Freilich, Shanholt, and McCormack. Published by Silver, Burdett & Co. 600 pages. Price, $1.84.

In this book algebra and trigonometry are not treated as two separate subjects, but are so combined that the student is unaware that he is studying what heretofore have been two distinct courses.

"Unit Mastery Mathematics," Book One, by John C. Stone, Virgil S. Mallory of State Teachers' College, Montclair, N. J., and Clifford N. Mills, State Normal University, Normal, Ill. List price, 96 cents. "Unit Mastery of Mathematics," Book Two. List price, $1. Book Three. List price, $1.80.

Book One of this series aims to secure mastery of the fundamental operations with integers, decimals, and fractions. It presents an introduction to percentage and includes discussion of geometric design and graphs.

Book Two continues the work in geometry, with emphasis upon the formula; gives an introduction to the use of the equation as a tool in solving problems; presents interesting material in experimental geometry and extends the work in percentage and its many applications.

Book Three of "Unit Mastery Mathematics" is designed for the third year of junior high school or the corresponding

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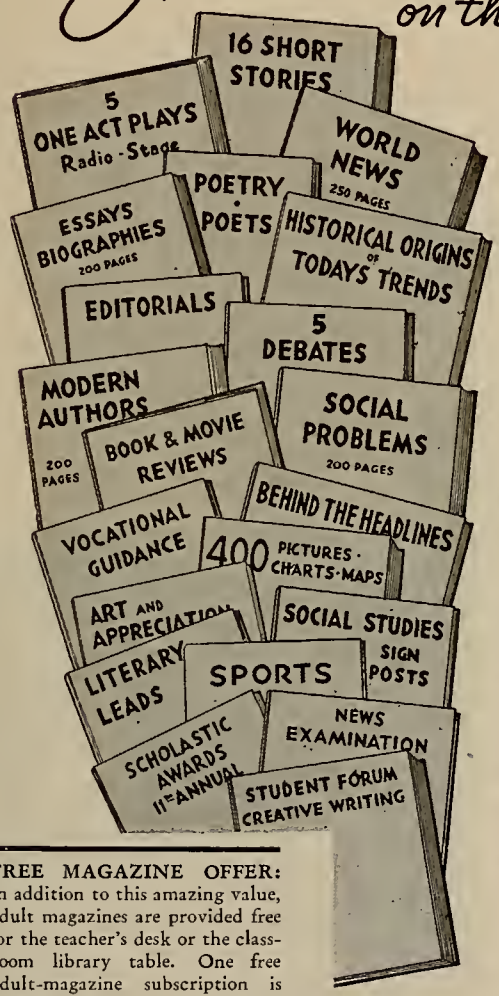

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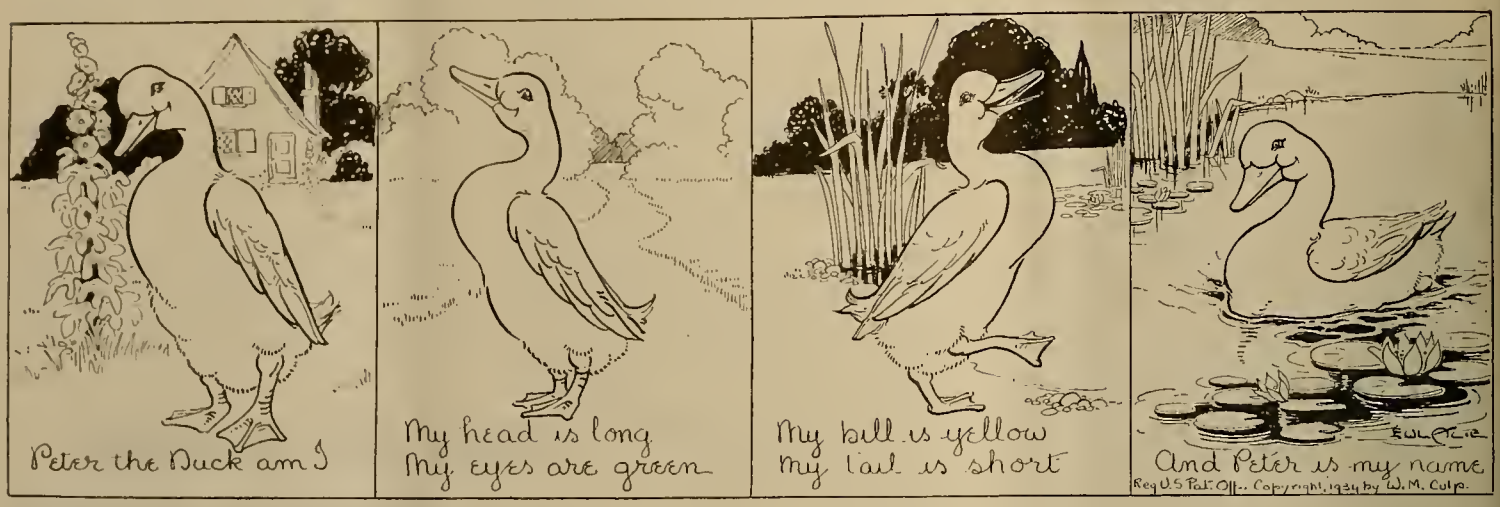
SCHOLASTIC

The National High School Weekly

801 CHAMBER OF COMMERCE BUILDING PITTSBURGH, PA.

AND A DUCK WADDLES TOO — THE STORY OF PETER THE DUCK — by W.M. CULP and EULALIE



grade in the four-year high school. These books are arranged in units in order that the teacher may have a definite course of study. The three guiding principles of the series are: (a) Easy to learn; (b) easy to teach; (c) interesting to pupils.

THIS CHANGING WORLD, by Samuel Ralph Powers, Professor of Natural Sciences, Teachers' College, Columbia University; Elsie Flint Neuner, Supervisor of Elementary Science, New Rochelle, N. Y.; and Herbert Bascom Bruner, Professor of Education, Teachers' College, Columbia University. 266 illustrations, 561 pages. List price, $1.40. Copyright 1934. Publisher, Ginn & Co.

"This Changing World" is the second volume of "A Survey of Science for Junior High Schools" that is being published by Ginn & Co., in which the authors are being guided in their work by the recommendations set forth in the report "A Program for Teaching Science" in the thirty-first year book of the National Society for the Study of Education (1932), Part One.

The contents of "This Changing World" has been divided into five large units and the units divided into chapters. A student going through "This Changing World" will gain an insight into the physical environment that affects his living. The authors have made a very readable text, well illustrated, and have given a book bound to be popular with those who believe that education should be truly socialized.

HOW TO DRAW THE HEAD IN LIGHT AND SHADE, by Edward Ringgli. Published by Bridgman, Pelham, N. Y. Price, $1.

This book contains over 100 drawings of heads in every conceivable position, giving the student the basic foundation on which to draw the head. The rendering in light and shade is a delightful inspiration. Ringgli's technique justifies his positon as a master draftsman.

THINKING, SPEAKING, AND WRITING, by Veit and Fox. Published by Silver, Burdett & Co.

Books in the series as follows: Third Year, First Half, 56 cents; Third Year, Second Half, 56 cents; Fourth Year, First Half, 60 cents; Fourth Year, Second Half, 60 cents; Fifth Year, First Half, 60 cents; Fifth Year, Second Half, 60 cents; Sixth Year, First Half, 68 cents; Sixth Year, Second Half, 68 cents. The series carries through the ninth grade. The books are well planned, and the organization is modern. Type and binding of the volumes are excellent.

PLANE TRIGONOMETRY, by Freilich, Shanholt, and McCormack. Published by Silver, Burdett & Co. 293 pages. Price, $1.32.

This book is written to the student and is self-teaching. Stimulation of original thinking is emphasized throughout.

ADVENTURES WITH BOOKS AND LIBRARIES, by Lewis and Lesser. Published by American Book Company. 192 pages. Price, 40 cents.

A workbook on how to enjoy books, how to study, and how to use dictionaries, encyclopedias, libraries, and other reference materials.

NEW PROGRESS TESTS IN LATIN, by Ullman and Smalley. Published by Macmillan Company. 122 pages. Price, 40 cents.

These tests have been made to cover the essentials of elementary Latin, and may also be used as a review in the first half of the second year. Book is printed in workbook form.

ANCIENT AND MEDIEVAL HISTORY, by Magoffin and Duncalf. Published by Silver, Burdett & Co. 860 pages. Price, $2.24.

This book tells a continuous story of the origin and development of civilization from its earliest beginnings to the period when the characteristics of modern civilization begin to be clearly discernible.

A View of Golden State Lobby

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STATE PRINTER PROGRAM

State Printer Harry Hammond, in a recent issue of *The Byron Times*, reports that orders have been received from State Superintendent Vierling Kersey by the State Printing Office to print 130,000 school books on the following subjects: Human Geography, Parts I and 2, 15,000 copies; mathematics, seventh grade, 25,000 copies; mathematics, eighth grade, 25,000 copies; fourth reader, "Facts and Fun," 20,000 copies; "Music Hour," first, second and third books, 15,000 each; total, 45,000 copies. The following are extracts from Mr. Hammond's article in *The Times:*

"Kersey states it will be unwise to continue too long a lean period of supply of textbooks, since, next to the teacher, the textbook is the most vital part of education.

"In many districts in the state, no books aside from those supplied by the state have been available because of lack of funds. During the last four years, 4,300,000 books have been printed and supplied to elementary schools of California. At present, California has an excellent program of textbooks, and it is among the best in the country."

SCHOOL CONSTRUCTION FOR 1934

More than half the public school construction now going on in the United States is being financed through PWA, Administrator Harold L. Ickes announced recently. Timing the statement with the beginning of a new scholastic year, the Administrator said that more than $210,000,000 have been added to the capital outlay for school building construction as a direct result of the $3,700,000,000 PWA program. The Administrator pointed out that without federal assistance through public works adding capital assets to the nation's wealth there would be only a negligible amount of school construction this year.

Recognition of the extent to which PWA has come to the rescue of the nation's educational facilities, sharply curtailed by the lack of funds during the depression years, was voiced today by Acting Commissioner of Education Bess Goodykoontz. She said: "The allotment by PWA of $133,866,269 in loans and grants for school and library construction is extremely gratifying. Comparison with figures regularly gathered by the Office of Education on school construction indicate that more than half the public school building construction now going on in the United States is being financed through PWA.

CIVIL SERVICE EXAMINATIONS

The United States Civil Service Commission announces the following named open competitive examinations: Supervisory community worker, head community worker, community worker, assistant community worker. Applications for these positions in the Indian Field Service, Department of the Interior, must be on file with the United States Civil Service Commission in Washington, D. C., not later than August 21, 1934. The entrance salaries range from $1620 to $3800 a year.

Competitors will not be required to report for a written examination, but will be rated on their education and experience and on a thesis or published writings.

Full information may be obtained from the Secretary of the United States Civil Service Board of Examiners at the postoffice or custom-house in any city, or from the U. S. Civil Service Commission, Washington, D. C.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
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   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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The integration of the study of the social sciences with that of the exact sciences is one of the newest developments with those advanced educators making new courses of study. The Harr Wagner Publishing Company is pleased to be able to recommend several titles they have recently published that have been written and edited with this new trend of education in mind.

I—CALIFORNIA BEGINNINGS. *By* LOLA B. HOFFMAN, *Bridge Street School, Los Angeles.*
A fourth grade book, beautifully printed, that gives a colorful picturization of the early Indian and Spanish life on the Pacific Coast. 235 pages. List, $1.50.

II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

III—EARTH AND SKY TRAILS, *By* FREDERICK H. SHACKELFORD, *Supervisor of Elementary Science, City Schools, Pasadena, California.* 224 pages. List, $1.00.
A book to charm children into an appreciation and understanding of the wonders and beauties of the land in which they live. For the upper grades.

IV—THE WESTERN NATURE SCIENCE SERIES.
An interpretation for grammar school pupils of the Nature of the West.

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OCTOBER, 1934

THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

AT CORONADO

In the land where first on California's soil
  Cabrillo walked the lonesome sands;
Where first the Christian standard rose
  Upon the sea-washed Western lands,
And Junípero Serra first
  Laid loving hands. —*Madge Morris.*

The 1934 Educational Conference.—The Hotel Del Coronado has been a favorite meeting place of teachers and school administrators since 1890. The beautiful beach, the swimming pools, the patio with its riot of glorious foliage, and spacious lobbies were conducive to divert the mind from dissatisfaction with economic conditions. The days of October 11, 12, and 13 were eventful days. Coronado has been an educational setting for many educational functions. In 1892 San Diego County Board of Education held the teachers' summer school on the island. Among the instructors were Bernard Moses, Doctor Melville Best Anderson, Doctor David Starr Jordan, and P. M. Fisher. They have all passed on. The personnel of the convention has changed greatly. We were, in 1892, in the midst of a depression, and talked of new professional schools, new high schools, correlation of subjects, vertical writing, teachers pensions, examinations of teachers, etc., and Colonel F. W. Parker's educational freedom. We are in the era of what Kersey calls "Social Engineering."

The main feature of the conference was the unique panel discussion (see Webster's New International Dictionary for definition of panel). Professor Kreps of Stanford University was the star of "The Current Economic Considerations." Doctor Lewis B. Crutcher, President of the State Board of Education, presided with a delightful sense of humor at the college dinner. Will C. Crawford, City Superintendent of San Diego, introduced the various speakers, who paid tribute to the outstanding leadership of State Superintendent of Public Instruction Vierling Kersey—congratulating him on his reëlection. Alice Rose Power of the State Board of Education was especially complimented on her address. Doctor Willard E. Givens hit a high note when he said in his able address: "Education is concerned with happiness and happiness hinges on the necessities of life. Education alone cannot provide necessities of life, but through it one can learn how to earn them." The lobby was always filled with groups of interesting people. The textbook and school-supply people enjoyed the personal contacts, and contributed largely to the gayety of the occasion and to learned discussions based on their fascinating experiences of "The Road." They are all included in Kersey's "Social Engineers." We have lived in an interesting period of development and change. We are unafraid of new deals, new methods, new discoveries of real truth.

Vierling Kersey

THE STATE OF CALIFORNIA is to be complimented upon the reëlection of Vierling Kersey as State Superintendent of Schools. The large majority by which he was elected proves that the people of this state are behind the educational program which has been carried on under his able and progressive leadership. Mr. Kersey himself typifies his own term of "Social Engineer." During these days when the urge is for radical change in all lines of thought, he is putting over a program that will give to education an invaluable part to play. "As the old order changeth, giving way to new."

Madge Morris wrote in the days when San Diego was largely sage brush and desert these lines:

"Progress to this old new West
  Has turned her face and set her seal;
  And shod the desert sands with steel.
Has bound the waters, broke the hills;
O land of sun,—hot, splendid sun!—
  Of sea-cool winds, and southern moons!—
Of days of calm, and nights of balm,
  And languorous, dreamy noons.
No seer hath need to tell for thee,
  Thy daring and thy destiny."

Effective Activities.—In line with the report in THE JOURNAL last month by Miss Helen Heffernan of the conference called by Commissioner Zook of the United States Office of Education to discuss the problems of unemployed youth, there comes news of effective activities along this line from Alturas, Modoc County.

During the institute at Alturas late in September, Miss Heffernan placed the problem before the townspeople. The response was immediate and very practical. They promptly organized a "Council in the Problems of Youth." Among the members were the Superior Court judge, members of the Rotary Club, the high school principal, Ross Stephens, and Francis Dragmanovich, the rural supervisor, who was elected temporary chairman. Plans were made to take an old dance-hall and make it into a playroom and gymnasium and to set up an adult education program in the high school. The young women of the community offered to keep open the library extra hours in the evenings and all day Saturday and Sunday. The various service clubs and organizations of both men and women offered to sponsor frequent parties planned for the young unemployed.

There is no group of people quite so disillusioned with our economic order as these young people turned from the schoolroom to face a world that has no place for them. Modoc County is to be congratulated for its plan to do something about it.

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VOL. XL, NO. 10 | SAN FRANCISCO, OCTOBER, 1934 | PRICE 15 CENTS

PROGRAM SUGGESTIONS FOR NOVEMBER

BY VANZA NIELSEN AKER

OUR FLAG

[AN ARMISTICE DAY DRAMATIZATION]

CHARACTERS: A soldier, Columbia, Boy, Girl, Red Stripes, White Stripes, Blue Field, Stars.

SETTING: The back of the stage is draped with blue cheesecloth on which are placed white paper stars. Two large American flags are on either side at the front of the stage. Columbia, dressed in a flowing white robe with a gold crown on her head, is seated on a throne at the back of the stage. Grouped informally about her are Red Stripes, White Stripes, Blue Field, and Stars. There will be just one child representing the red stripes of the flag, one for the white stripes, one for the blue field, and one for the stars. They are dressed in any inexpensive costume appropriate to their characterization. As the curtain rises, a chorus off-stage sings "The Star-Spangled Banner." When the song is finished, a soldier in uniform walks on to the stage. He crosses to one of the flags and stands looking at it.

SOLDIER [*slowly*]—You have seen many things, O Flag! You have seen much sorrow and you have seen much joy! You have flown proudly in the breeze while men and women cheered! You have bowed your head at half-mast during a great national sorrow! You have seen men, wounded and dying for your sake, bless your name!

[*Boy and girl skip onto stage. They are carrying books, and it is apparent they have just come from school. They stop very quickly when they see the soldier.*]

BOY—Oh, I'm sorry if we disturbed you. We didn't know that anyone was here.

SOLDIER—Perhaps it is best that you did disturb me. That old flag brings back too many memories. It seems but yesterday that I carried it across the trenches and into the very heart of the enemy.

GIRL [*solemnly*]—It is a very beautiful flag. I think it is the most beautiful flag in the world.

SOLDIER—That is because you are an American. If you were English, you would think the English flag the most beautiful.

COLUMBIA [*speaking from rear*]—And is that not right? [*Children and soldier turn and look at her in surprise.*] Every man, woman, and child should be loyal to his own flag and to his own country.

BOY—Why—why, who are you?

COLUMBIA—I am Columbia. I represent the United States of America. These are the symbols of my flag. Red Stripes, White Stripes, Blue Field, White Stars. [*She introduces each in turn, and they acknowledge the introduction.*]

GIRL—But—but what are you doing here?

COLUMBIA [*smiling*]—I do not wonder you ask that question. It is not often I have time to pause in my duty of seeing that all is well with this great country of ours; but today is Armistice Day. Today the whole nation pauses to honor those noble soldiers who fought that the world might have peace!

BOY—It was sixteen years ago today the armistice was signed.

GIRL—What is the armistice?

BOY—On November 11, 1918, the nations who were fighting in the World War signed an agreement that the war should end.

SOLDIER [*musing*]—November 11, 1918! We were waiting in the trenches for the word that would send us over the top, into no-man's land. None of us thought he would come back alive. Some of us were writing to our mothers, or to our wives or sweethearts. Others were trying to sing to make us forget the terrible ordeal that was before us. Then came the word that the war was over. Everybody shouted, then some of the men laughed, some cried, some knelt in prayer. Everywhere there was great rejoicing.

BOY—I remember hearing my father tell about the first Armistice Day here in America. He said that when the word came, everybody began to celebrate. They built great bonfires, paraded through the towns, and danced and feasted.

COLUMBIA—That is quite true, and it is little wonder that the people celebrated after the horrors of the war; but that is not the purpose of Armistice Day today. We are not merely to celebrate and be happy; we are to honor the soldiers who gave their lives that we might live in peace.

GIRL—How should we do that, Columbia?

COLUMBIA—By pledging to their memory that you will carry on the great work they started; that you will make the world safe for all men. By remembering the living soldiers who are maimed or crippled; by remembering the many blessings that are yours because you live in this great country; by honoring your flag and your country at all times.

BOY—Our class pledges allegiance to the flag each morning.

COLUMBIA—That is splendid, but I wonder. Do you really know what the flag stands for? Do you know the meaning of the red, the white, the blue?

GIRL—Why, I—I—— [*Looks at boy, who shakes his head; she looks again at Columbia.*] No, I'm afraid I don't.

COLUMBIA—It is fortunate that I brought my symbols with me. Red Stripes, will you tell these children what you stand for?

RED STRIPES [*stepping a little forward*]—I stand for bravery. Whenever you see the flag waving in the breeze, you must remember the message of the red stripes—"Be brave!"

BOY [*to soldier*]—You know what it means to be brave, don't you? It must take a lot of courage to go to war, to hear the roar of the guns and see men killed and wounded.

SOLDIER—Yes, a man must be brave to go to war; but that is not the only bravery the red in our flag stands for.

RED STRIPES—You are right. When war is necessary, it is courageous and brave for a man to fight for his country, but when his country is at peace there are other ways to be brave.

BOY—Do you mean that even I could be brave?

RED STRIPES—Certainly. Every boy and girl who loves his country must be brave. He must help to enforce the laws and give protection to the poor and unfortunate.

BOY—I will try, Red Stripes.

GIRL [*eagerly*]—So will I.

COLUMBIA—That is fine. Now, White Stripes, what do you stand for?

WHITE STRIPES—The white stripes in the flag stand for purity. Long ago, Christ, the greatest teacher of all, said to his disciples, "Blessed are the pure in heart, for they shall see God." A nation whose people have pure hearts will become great. Many years ago Rome was a great nation, one of the greatest nations in the world. Then her people became wicked and selfish; her civilization began to decay, and it was not long before her shining glory had vanished. For a nation to remain great, her people must have pure hearts;

they must not think evil thoughts; they must not be unkind; they must not be selfish.

GIRL—That is a wonderful message, White Stripes. I hope that Americans will always remember it, that the United States may always be a great nation!

COLUMBIA [*smiles kindly at Blue Field*]—And now, Blue Field, what have you to say?

BLUE FIELD—The blue in the flag stands for truth. Almost from the beginning of time, men have sought the truth. If they had not done so, there would have been no progress. Because men wanted to know the truth, there have been many inventions. They have made this country a better place in which to live; they have helped people who were suffering. Truth is always with us if we will but look for it. Truth is always honorable, it is always fair, it is always righteous.

COLUMBIA [*to children*]—There is but one symbol left. Sometimes I think that it is the greatest of them all. Stars, what is your message? [*Addresses Stars.*]

STARS—Fair Columbia, my message is the message of service. Without service to others, no nation can prosper. Americans must be brave and pure and true, but they must also be of service to each other. They must help the people who need their help; they must be willing to serve their country at all times.

SOLDIER—That is why the soldiers went to war—by helping the nations who were fighting for the right and for peace they were of service to all the world. That is why we honor them today, because they died while serving their country!

COLUMBIA—It is indeed wonderful to serve your country on the battlefield, but it is just as important to be of service at home. Each day every man, woman, and child can help to make the stars of service shine more brightly in the field of blue.

BOY—But how can we do that, Columbia? How can a boy or a girl be of service to his country?

COLUMBIA—By always doing what is right; by helping others whenever there is an opportunity. There are always people who are less fortunate than you. By making them happy you have done a service to your country. Each time you do a kind act you will have a better understanding of what service really is.

GIRL—I did not know the flag meant so much.

COLUMBIA—Now you know why men are willing to follow it on the field of battle; why they are willing to risk their lives for its sake.

BOY—I shall always remember what you have told us, Columbia. Now that I know what the flag really means, I should like to pledge my allegiance to it once more. May I do it here, now?

COLUMBIA—I should be very happy to have you do so, but first let us bow our heads in memory of those soldiers who lost their lives that its honor might be unstained!

[*All bow their heads in the attitude of prayer. Then Columbia and the symbols rise, but they do not repeat the pledge of allegiance. The soldier, boy, and girl turn toward the flag.*]

SOLDIER, BOY, GIRL—"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands; one nation, indivisible, with liberty and justice for all."

[*After the pledge, the characters hold their respective poses while a chorus off-stage sings "My Country, 'Tis of Thee."*]

[Curtain]

THE FIRST THANKSGIVING

SCENE I

CHARACTERS: Reader, Chief Massasoit, Flying Squirrel, Indian Squaws, Indian Braves. [*There may be any number of Indians that seem suitable for the size of the stage.*]

SETTING: The stage should be set to suggest a forest at night. A crescent moon shows between the branches of the trees in the background. In the foreground are one or more Indian wigwams. There should be a camp fire at one side of the stage; this might be simulated by the use of a colored electric light. An Indian squaw is rocking her papoose, other Indians are grouped around the fire, others may be moving about quietly. The acting on the stage will be largely spontaneous, as the reader will do practically all the speaking. As the curtain rises, the Indians, accompanied by a chorus back-stage, are singing "By the Waters of Minnetonka." When the song is finished the reader, in Indian costume, steps out from behind the curtain. While she reads, the music may continue very softly.

READER—

Like cathedrals of the forest
Rise the pine trees, dark and silent,
Branches stretching ever upward
Templed spires against the starlight;
And the winds among their branches
In the luted tones of night-fall
Whisper tales of war and valor,
Tales or sorrow and of laughter.

High upon the star-strewn heavens
Rides the moon in pale-white splendor,
Swiftly, silently, she glides the pathway
Of the night, till she surrenders
To the first gray wings of morning,
Then she rests, a thin-lipped crescent
Trembling on the far horizon,
Cradled in her lap a star!

[*The spotlight is focused on the Indian squaw who is rocking her papoose. While she rocks it, the Indians and the chorus sing "Hiawatha's Lullaby." During the singing of the last chorus, the Indian mother rises, takes her baby into the wigwam, and returns to her place.*]

READER [*during this reading the Indians move about freely, so that there is no stilted, stagy effect*]—On a cold day in late December, 1620, a little band of Pilgrims landed at Plymouth Rock. Their first sight of the New World was not a pleasant one. It was winter and bitter cold. There were no kind friends to welcome them after their long journey over the sea—nothing but forbidding looking forests, barren land, and snow. But they were not easily discouraged. Before many days had passed, spaces were cleared in the forests and crude homes were built.

They endured many hardships that winter: often they were hungry and cold, half their number died before spring, and unfriendly Indians attacked them again and again. When spring came the *Mayflower* sailed back to England, but not one of that little band sailed with it. They had come to the New World to make a home. When the grass in the forest was green and the days were warm, they cleared more land and built more cabins. Then they began to prepare for the winter they knew was sure to come. They learned to hunt and to fish. They made friends with some of the Indians. Chief Massasoit and his warriors gave them seed and showed them how to plant corn.

[*An Indian maiden enters, bringing with her a pottery dish filled with ears of corn. She sits beside Chief Massasoit, who by this time is sitting in front of his wigwam contentedly watching his people. She begins to shell the corn. He leans over and picks up some of the kernels, letting them run through his fingers and back into the bowl. Then he calls to Flying Squirrel, one of the younger Indians.*]

MASSASOIT—Flying Squirrel, come here. [*Flying Squirrel comes over to Massasoit, who motions him to be seated. Then he pats him on the shoulder.*] You will soon be man, Flying Squirrel. Can you hunt, fish?

FLYING SQUIRREL [*nodding vigorously*]—Me hunt deer, big deer! Me fish, too. Catch plenty! [*He grins, and with his hands tries to show the fish was a big one.*]

MASSASOIT—That is good. Great Spirit like Indian! He give him fish and deer—he also give him corn. Flying Squirrel, you must learn to plant corn. [*Flying Squirrel nods.*] See! [*During the next reading Massasoit demonstrates how the Indians planted corn. With a stick he drills an imaginary hole, puts the corn in and covers it over.*]

READER—

"And victorious Hiawatha
Stripped the garments from Mondaime,
And laid him in the earth, and made it
Soft and loose, and light above him,
And at length, a small green feather,
From the earth shot slowly upwards,
Then another and another,
And before the summer ended,
Stood the maize in all its beauty.
And still later, when the autumn
Changed the long green leaves to yellow,
And the soft and juicy kernels,
Grew like wampum hard and yellow,
Then the ripened ears he gathered,
Stripped the withered leaves from off them
And made known unto the people
This great gift of the Great Spirit."

—*Longfellow.*

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Reader—With the help of the Indians, the Pilgrims cultivated the land and planted corn, peas, and barley. They planted twenty acres of corn and six each of peas and barley. All summer long the crops grew tall. When the autumn came the crops were bounteous. The people knew that there would be no "starving time" that winter. There was such great rejoicing that Governor Bradford appointed a day for Thanksgiving. The Pilgrims were very grateful to the Indians for the help they had given them, so they invited Chief Massasoit and his warriers to join in the festivities.

[*An Indian runner comes onto the stage carrying three sticks. He presents the sticks to Massasoit.*]

Runner [*he is very excited*]—White man give me these. He is to have big feast. We are to come. Tomorrow we throw away stick. Two more days we throw away sticks. When sticks gone, we come. [*Indians display lively interest.*]

Reader—The Pilgrims were afraid the Indians would not remember which day they were to come to the feast, so they gave them three sticks. They were to throw one away each day. When the sticks were all gone they were to come to the village and join the Pilgrims in their Thanksgiving Day celebration.

Massasoit [*rising*]—White man good friend. Great Spirit like white man, too! [*Raises both hands as if to give a blessing on his people.*] We will go. White man call!

[*The Indians and chorus back-stage sing "Indian Love Call."*]

[Curtain]

SCENE II

Characters: Two readers, Chief Massasoit and his warriors, Pilgrim men, women, and children. There may be any number of warriors and Pilgrims desired. The use of costumes in both scenes is left to the discretion of the teacher. Indian and Pilgrim costumes are so easy to assemble it will probably not be wise to describe either.

Setting: The Thanksgiving feast was held out of doors. The forest background for Scene I can be used. In the center of the stage should be a long table decorated with autumn leaves and large platters of grapes. Benches or old logs in place of chairs would be quite appropriate. As in Scene I, the acting will be spontaneous and must not be stilted. The action on the stage will be as follows: When the curtain rises, the women will be bustling about setting the table and making last minute preparations for the feast; the men will be helping whenever possible, and the children will be looking on in wonderment and whispering among themselves. When preparations are completed, Massasoit arrives, followed by his braves. There will be greetings exchanged, after which they all find their places at the table and begin the feast. This action should be timed so that it consumes about as much time as the following dialogue between the two readers.

First Reader—Perhaps you have thought the Pilgrims celebrated the first Thanksgiving Day, but that is not true. Thanksgiving Day is one of the oldest festivals of which we have any record. Every autumn the ancient Romans held Thanksgiving feasts in honor of their goddess Ceres, the goddess of the grains.

Second Reader—The Greeks also held Thanksgiving feasts. In the fall they honored their god Demeter in much the same manner as the Romans honored Ceres.

First Reader—The Israelites, too, appointed certain days as days of thanksgiving. The oldest one we know of is the Feast of Tabernacles.

Second Reader—The Spanish were responsible for two Thanksgiving Days in olden times. On October 3, 1575, the Dutch held a Thanksgiving Day in honor of the first anniversary after their siege by the Spaniards. And on September 3, 1588, the English had a day of Thanksgiving because they had defeated the Spanish Armada, a fleet of Spanish ships that had been sent to attack England.

First Reader—The first Thanksgiving Day in this country was celebrated in Maine in 1607, thirteen years before the Pilgrims landed at Plymouth Rock. A little colony had settled at the mouth of the Kennebec River. During the winter of 1607 they nearly died of cold and hunger. In the springtime, when a ship came over from England, they were so happy they held a day of thanksgiving. However, this little colony soon became discouraged and went back to England.

Second Reader—That is why we hear so little about them. Now we come to the Thanksgiving Day that is famous in American history, the Thanksgiving Day of the Pilgrims.

First Reader—Their first winter in the New World was a very trying one. The weather was very cold, and the snow fell like great white blankets. The Pilgrim fathers had no one to help them cut down the trees and build their church and their houses. It was a strenuous task. The Pilgrim mothers tried to help, but they were weary from the long sea journey, and they were cold and hungry. No one

had enough to eat. It was not long before many of the people were sick, and when spring came half of them had died.

SECOND READER—The springtime must have seemed very beautiful to them, and how happy they were! The children played out of doors and thought Plymouth a very lovely place, indeed. The men built new cabins and planted their crops.

FIRST READER—The Indians helped them. A kind Indian named Squanto showed them how to plant corn, peas, wheat, and barley. When autumn came, the crops had grown so bounteous they knew there would be quite enough for the long winter.

SECOND READER—They were very happy; they wished to thank God for his kindness. So they appointed a day for thanksgiving. First they thanked God in their homes and in their little church, then they held a great feast.

FIRST READER—There were great preparations for that feast. The men went shooting in the forest and brought back wild ducks, geese, turkeys, and plenty of deer meat. The Pilgrim mothers made bread and cakes.

SECOND READER—They invited the friendly Indians to join them in the feast. Chief Massasoit and about ninety of his warriors came. They enjoyed the party so much they stayed for three days.

FIRST READER—That is usually considered the first Thanksgiving Day in America, but it was not until many years later that Thanksgiving Day became an annual national holiday.

SECOND READER—The next Thanksgiving Day was in 1623. It was so hot and dry that summer the Pilgrims were afraid their crops would be ruined, so they set apart a day for fasting and prayer.

FIRST READER—The Indians said the God of the white man had heard their prayers, because it began to rain, and the crops were saved.

SECOND READER—Many of the early American colonies appointed days of thanksgiving.

FIRST READER—The first national Thanksgiving was in 1784. It followed the declaration of peace after the war in which the United States gained her independence from England.

SECOND READER—There was also a Thanksgiving Day when the Constitution was adopted.

FIRST READER—And another one after the war with England in 1814.

SECOND READER—After 1817 Thanksgiving Days were appointed by the different governors of the states, but since 1863 it has been a national holiday proclaimed by the president.

FIRST READER—It is very fitting that one day each year we should pause to return thanks to God for the many blessings we enjoy.

[*The Pilgrims and the Indians at the table bow their heads in prayer while "America, the Beautiful" is played through once. Then they all rise and join in singing the song.*]

[CURTAIN]

This scene could easily be divided so that the Indians and the Pilgrims sing songs, or perform any action desired, to intersperse the dialogue.

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

SOUTHERN CALIFORNIA opened the 1934–1935 school year with more than the usual number of changes in the personnel of city and district superintendencies. At San Diego we find Superintendent Will C. Crawford, who returned to the state from Hawaii as the head of the fourth largest city in California. Curtis E. Warren, Superintendent of the Burbank city schools for the past three years, was elected to the superintendency of the Santa Barbara city schools. The Burbank superintendency was given to Buel F. Enyeart, principal of the Burbank High School since 1927. At Alhambra, owing to the sudden death of Superintendent Ben H. Gibbon this summer, George Edward Bettinger, for around twenty years principal of the Alhambra High School, was promoted to the superintendency and given a four-year contract. Will E. Wiley, for the past ten years successful in his management of the Lodi elementary schools, was chosen to the district superintendency of the Whittier elementary schools, owing to the retirement of Samuel H. Thompson. Jalmar W. Lawson, district superintendent of the Escondido grammar schools, was made head of the Calexico system of grammar schools and high school. C. Delmar Gray was elected to the Escondido district superintendency—a Washington State man who last year was enrolled at Claremont Colleges in advanced education work. Leonard O. Barry, for many years district superintendent of the Cajon Valley Union Grammar School and a member of the San Diego County Board of Education, was elected head of the Bonsall Union School. John A. Montgomery, head of the physical education department of the Cajon Valley Union School, was elevated to the district superintendency of that school.

V. BERNARD JOHNSON, district superintendent of the Pleasanton grammar school, has an attendance decrease of around one hundred pupils, owing to the completion of the Hetch Hetchy project. Mr. Johnson with smaller classes is enabled to outline a more intensive program for the students.

JEROME O. CROSS, superintendent of the Santa Rosa schools, has had all of the Santa Rosa school buildings renovated this summer either out of SERA or district funds. Among the additions to the faculties of the various Santa Rosa schools is that of Mrs. Dorothy Hart Bruce, widow of Professor Bruce of the University of California and the sister of Doctor Frank W. Hart of the education department of the University of California, who was made head of the dramatics department of the Santa Rosa High School. Herbert Brandon, a University of California graduate with considerable newspaper experience, was added to the English department of the Santa Rosa High School. Another high-school teaching position was filled by Donovan Stewart, a graduate of the Oregon Agricultural College at Corvallis. In the junior high school was added Charles Beck, from the San Francisco State Teachers' College, and Miss Hazel Reynolds, a graduate of Stanford University and last year an assistant in the public speaking department at Stanford.

LOUIS H. GOLTON, principal of the Sonoma High School, completed this early fall a building project for the high school. A music building was constructed with the idea of utilizing it as a social hall and a little theater. The improvement was necessary to relieve the pressure on the high school auditorium, which is a combination gymnasium and auditorium. The cost of the unit was around $2500. This is Mr. Golton's sixteenth year as head of the Sonoma High School, and the enrollment has increased to about 250 students.

W. O. DAVIES of San Leandro is now a city superintendent, owing to the adoption of a new city charter a year ago that provided for a board of education of five members. The new board of education is comprised of Lester F. Sterner, president; W. Lucio, secretary; Doctor W. Ross, H. W. Seramur, and Hal Angus. The change from district superintendency to that of city superintendency became operative July 1. The San Leandro system has 1700 pupils in the elementary system, under the direction of Superintendent Davies, and 1200 students in junior and senior high school, which is under the jurisdiction of the Oakland city school department.

THE NAPA grammar schools and high school, by contract by the two boards of education, for some years have designated the same man as head of both systems. This position has been held by Earle E. Crawford for the past several years. This summer the grammar school board decided to withdraw from this arrangement and elected as district superintendent D. J.

Henry, who has headed up the grammar school work in Napa for the past eight years. Mr. Crawford continues to be head of the high school organization. The Napa grammar schools are now on a half-day session, owing to the damage by fire of the Shearer School. Repairs are to be completed out of $16,000 insurance received.

Miss Estelle Unger, director of curriculum of the Sonoma County schools, has outlined an intensive program in the newer methods of education for the coming year.

The San Lorenzo schools, under District Superintendent C. E. Lawson, have an increase of 10 per cent this year. Six hundred pupils are enrolled in three schools.

Doctor John H. Napier, superintendent of the Emeryville schools, has added courses in dramatics, journalism, and printing to the high-school curriculum.

The Albany City Schools, under Superintendent John Franklin West, now enroll 1800 pupils, comprised of 600 students in the junior–senior high school and 1200 in the elementary schools. With the start this year of the Albany Junior–Senior High School, under Principal Charles A. Moore, in the offering of instruction from the seventh through the twelfth year, five new teachers were added to the faculty. Both K. P. Glines, principal of the Cornell School, and John Keim, principal of the Marin School, were returned to full-time principal supervision this fall. All of the Albany schools have been repainted this summer, both inside and out. All playgrounds have been resurfaced and tennis courts have been added. These things have been accomplished by the expenditure of SERA and district moneys. At the Cornell schools Mr. Glines is establishing a library and organizing library periods for pupils. Another room is planned to be equipped and used for visual education.

E. A. Palmer, district superintendent of the San Pablo Grammar School, has the largest attendance in the history of the school—420 pupils being enrolled this year over 380 the past year. The San Pablo school plant has been placed in the best of condition this past summer through SERA and CWA projects.

Walter T. Helms, superintendent of the Richmond schools, has the students back into the Roosevelt Junior High School, which was undergoing reconstruction the past few months to bring it up to earthquake safety standards. The enrollment of the Richmond schools have increased 300 in number this year, owing largely to the fact that the Ford factory has been running all year.

At Patterson, C. S. Torvend, district superintendent, was enabled by the coming in of $4000 in delinquent tax moneys to cause considerable improvements to be made upon the school grounds and has added an additional teacher. With attendance about the same as last year, Mr. Torvend has this year the best set-up in teaching load, as all classes are uniform in size of a few over thirty each. Fifteen teachers care for 465 pupils.

George C. Sherwood, district superintendent of the Orange grammar schools, this year is emphasizing garden projects at all schools, both of flowers and vegetables. An extra gardener has been hired to supervise these activities. Mr. Sherwood this year is also attempting a fuller development of community activities. Various excursions are made by pupils to see things that deal with an understanding of their school work. When whole classes cannot go on an excursion committees are sent to visit and come back and report to the rest of the class. Mr. Sherwood continues this year his general plan of nature study, which is the attempt to impress on the pupils a love and understanding of the great out-of-doors. In keeping with his

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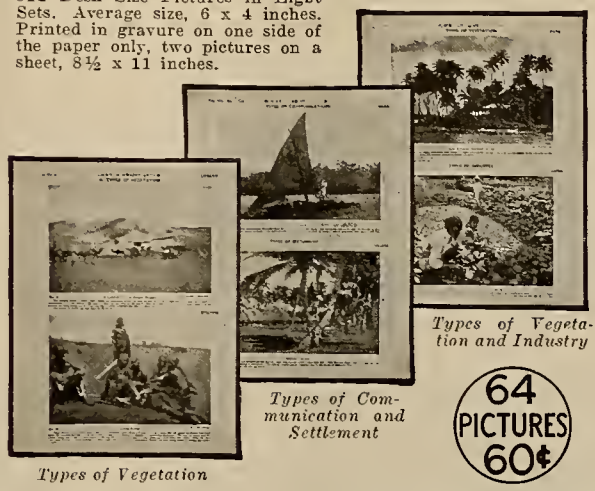

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stress upon art work this fall, an art supervisor has been added to the system in Miss Lois Wheeler, last year a teacher at Garden Grove.

E. V. CAIN, District Superintendent of Schools of Gridley, Butte County, for the past eleven years, has been appointed district superintendent at Red Bluff. He succeeds Mr. Sweeney, who has been superintendent at Red Bluff for many years. Mr. Cain is a very able and forward-looking schoolman and a leader in his community. In 1931 he was sent as a delegate to the Rotary International Convention at Chicago and last year as an N.E.A. delegate to Chicago. He has been a member of the Butte County Board of Education for four years.

Mr. Cain is a graduate of the Chico State Teachers' College and also the College of the Pacific, and has gone every year for the last ten years to summer session. He has made his summer-school experiences very varied, attending many different institutions, both in this state and out of it. He attended the Oregon State College at Corvallis last summer.

Michael Nugent of Corning succeeds Mr. Cain at Gridley. Mr. Nugent has been four years at Corning. Prior to that he was a teacher under Mr. Cain at Gridley. He is also a Chico State College man.

Louis Edwards, principal of the Woodrow Wilson School in Gridley while Mr Cain was superintendent, has become district superintendent of Corning, following Mr. Nugent. Mr. Edwards has been four years in Gridley and is a Chico State College man. He has attended five summer sessions in Oregon and is getting his M.A. there.

AT LODI, up to this year, the union high school and the Lodi grammar schools have been under separate direction. After the acceptance by Will E. Wiley, district superintendent of Lodi schools, of a similar position at Whittier, the Lodi grammar school board decided to put the grammar schools under the guidance of Leroy Nichols, principal of the union high school, thus creating a city superintendency. Mr. Nichols is one of the most widely known men in education in the San Joaquin Valley, as a result of his fourteen years as head of the Turlock High School and the last three as head of the Lodi High School.

Mr. Nichols plans this year to undertake a study of the Lodi situation as regards curriculum, especially relative to the elimination of repetitive courses. In this study will be involved the teachers of the sixteen elementary schools in the union high school district and the Lodi city elementary schools. Invited to participate in this investigation will be the supervisors of the San Joaquin County school department.

To head up these educational activities, Superintendent Nichols and the trustees have chosen for the position of assistant superintendent T. W. Chapman. Mr. Chapman is to direct the educational activities from the kindergarten through the high school. Mr. Chapman comes to this position with a wide experience in education back of him. He received his A.B. from the University of Illinois and his M. A. from the College of the Pacific. He has carried on graduate work at Stanford University. His teaching experience includes two years in Illinois schools, nine years in Nevada, seven of them there as deputy state superintendent of schools, and seven years as director of instruction of the Montezuma private school. The Lodi school system serves a population of nearly 15,000 persons, 7000 of them in the city of Lodi. The school enrollment numbers 950 in the high school and 1400 in the elementary schools. Forty-three elementary and forty high school teachers are employed.

THIS YEAR Ansel S. Williams, Superintendent of the Stockton schools, has established a central library for use of all grade schools, under the direction of Miss Gertrude Miller. This library is situated in the Washington School, the same building the Board of Education is housed in. Miss Miller circulates both professional books for the teachers and elementary books for the various grades. Miss Miller has been one of the strong teachers of the Stockton school system. These past months she was on leave of absence studying library technique and so comes to her new position versed in its problems.

DISTRICT SUPERINTENDENT RIVERS of the Madera grammar schools has an enrollment of more than a hundred pupils over last year. With between twelve and thirteen hundred enrolled, Mr. Rivers has had to add two teachers to the faculty.

J. J. BERRY, district superintendent of the Oakdale grammar schools, finds this year, in spite of the decreased attendance as a whole in the system, the departmental school of seventh and eighth grades have the largest number ever enrolled—a coincidence following from small opening classes and of greatest enrollment in the upper grades.

WITH $117,000 available, the board of trustees of the Hermosa Beach schools and District Superintendent Charles D. Jones are going ahead with the replacement of the Pier Avenue School, portions of which have already been razed. The plans call for one classroom unit, a separate auditorium building, and a building to house the shops and cafeteria. The North and South schools have already been strengthened to fit the building code and are now in use.

PRAISE FROM HAWAII

EXTRACTS from the bulletin of "BOOKS APPROVED FOR USE" in the elementary grades of the Department of Public Instruction, Territory of Hawaii:

YESTERDAY, THE FOUNDATION OF TODAY, by Aker-Nelson-Aker. Harr Wagner, 1933; $1.60; 5 up. Language, writing, government, health, and history activities. Excellent. The section on language and records is worth the whole book, but the other contents are most valuable.

TYPE STORIES OF THE WORLD, by Ruth Thompson. Harr Wagner Publishing Company, 1927; third. Community; foods, clothing. Splendid material to be used by the teacher to stress the natural phenomena about us. It shows how different people coöperate and adjust themselves to art. Good to stimulate story telling.

OUR NEIGHBORS NEAR AND FAR. Harr Wagner. $1.12; 3 up. Describes people of the hot land, cold land, temperate lands, and people at work in North America.

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

BOOK REVIEWS

Key$ and Cue$—Business Plays (for reading or presentation), by Bruce A. Findlay, manager, publicity and promotional department, Los Angeles Chamber of Commerce, and Esther Blair Findlay, B.E., formerly instructor high school, Venice, Cal. 600 pages, cloth. List price $2. Gregg Publishing Company, New York.

The authors in "Key$ and Cue$" have had in mind the intense satisfaction that comes to youth in play-acting. If, in satisfying this delight in giving ourselves the appearance of another personality, we acquire the mannerisms and technique that are essential to success in a given business situation, there is a holdover that can be invaluable. That is what the authors in "Key$ and Cue$" have strived to make possible. Their book dramatizes some hundred and fifteen occupations and professions, featuring business attitudes, ethics, and practices. In doing this, 430 character and personality attributes and business pointers are presented vividly in their relation to commercial problems. These things are accomplished in eight two-act plays, ten one-act plays, nine short plays, and three sketches.

Esther Blair Findley

Bruce A. Findley

Bruce A. Findlay, graduate of Pomona College, A.B., M.A., from the University of Southern California, has a background seldom given to a young man of his years. In education he was given the opportunity of seeing the breadth of education, first as assistant to Mrs. Susan A. Dorsey, former superintendent of Los Angeles city school, and finally as personnel manager of The Broadway, Los Angeles. Next, from the personnel job of one great commercial institution, we find him gaining a wider view of business in Southern California as manager of publicity and promotion for the Los Angeles Chamber of Commerce. Out of these experiences of real life have come the materials of "Key$ and Cue$."

To young people Bruce A. Findlay as a speaker is more than sure-fire. He knows their language and he can inspire and lead. Of such content we find the material of this book.

In Esther Blair Findlay, wife and co-author, a graduate of the University of California at Los Angeles and for six years a teacher of English in the Venice High School, California, we find a person trained in English who has ably aided in the minute details that have gone into the working out of this 600-page book.

The Gregg Publishing Company of 270 Madison Street, New York, and the Phelan Building, San Francisco, has been very active in presenting new and up-to-date publications to meet the current needs. This enterprising publishing house has a wonderful record in supplying commercial classes with new books. John Robert Gregg, Rupert P. Sorrele, Hubert A. Hagar of the New York office, and Mrs. Frances Raymond of the San Francisco office have a wonderful record in the writing, publishing and promoting text to meet the demands of the new day. Here is a list of books published within the past few months:

"Business Mathematics — Principles and Practice," by R. Robert Rosenberg. $1.40.

"The English of Business," by Hubert A. Hagar, Lillian Grissom Wilson, and E. Lillian Hutchinson. 80 cents.

"The English of Business Work Book," by Hubert A. Hagar, Lillian Grissom Wilson, and E. Lillian Hutchinson. 40 cents.

"Key$ and Cue$," by Bruce A. and Esther B. Findlay. $2.

"Interesting Letters," Book One, by Sherwin Cody. 40 cents.

"Interesting Letters," Book Two, by Sherwin Cody. 40 cents.

"Teaching Letter Writing as a Composition Art" (teacher's manual to Interesting Letters), by Sherwin Cody. 25 cents net.

Francis Wayland Parker, an Interpretation Biography, by Ida Cassa Heffron, a teacher in Cook County School, 1887 to 1895. Ivan Deach, Jr., publisher, Los Angeles, California. 1934 copyright. 137 pages, size 6½x9. Blue cloth binding.

This is an interesting biography of one of the earliest exponents in America of Comenius' "We learn to do by doing." We have in transition from Colonel Parker's theory our activity program of the modern school. Colonel Parker was an eloquent speaker, and could hold the interest of his audience by his brilliant wit and appeal.

Doctor Parker made a definite contribution to modern education. Miss Heffron is to be congratulated in giving to us, in permanent form the excellent educational theories of Colonel Parker.

The Wheeler Publishing Co., 2831 South Park Way, Chicago, has issued an attractive book entitled "Robert's School." It is a transition book to bridge the gap between the first-grade attainments and the second-grade requirements. The story portrays the daily experience of a group in a modern school where an activity program is in operation. The author is Stella Yowell, illustrated by Matilda Breuer. Price 60 cents.

ATTRACTIONS AT THE CURRAN OF INTEREST TO TEACHERS

An entertainment of unusual worth is announced for the Curran Theater for three nights only, opening on Thursday, October 25, when William Anthony McGuire will present Harriet Hoctor's Ballet Revue, a company of sixty people, in a varied and entertaining program. The company will have as its particular bright star Harriet Hoctor, who ranks as one of the world's greatest artistes. For the performance she will do six ballets, three of them entirely new and of her own creation. These are "The Hurdles," "Joan of Arc," and "The Raven."

As intriguing as the appearance of Miss Hoctor is the presence on the program of Vincent Lopez, whose brilliant pianoforte playing has received wide acclaim. For many years, over the broadcast waves, Lopez and his piano have charmed a great public and now, with Harriet Hoctor's Ballet Revue, he is to appear once more in person as a solo artist.

For contrast in the program, Mr. McGuire has engaged Ramon and Rosita, whose sensational technique has won favorable comment at home and abroad. They are unusul dancers, doing unusual work, and have no rivals in their own field. The music will be provided for the program by William Pryor's Symphony Concert Orchestra.

In his long association with Florenz Ziegfeld, William Anthony McGuire acquired some of the gift of that great producer in the selection of beautiful and graceful girls. Surrounding Miss Hoctor in her ballets will be twenty-four of the loveliest and most talented dancers in the land.

Seats are now on sale at the Curran Theater for all three performances, Thursday, Friday, and Saturday, October 25, 26 and 27.

The Gilbert and Sullivan Light Opera Season opens with "The Mikado" on Monday, October 29.

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DOCTOR HILTON ASSUMES NEW RESPONSIBILITIES

DOCTOR EUGENE HILTON, principal of the Edison Elementary School, has been appointed supervisor of social studies of the Oakland schools through the elementary, junior, and senior high schools.

Doctor Hilton is particularly well prepared for this position, as he has had twelve years' experience in classroom teaching in the social studies in both elementary and high school, and prior to his elementary principalship he had been head of the social studies department of both Roosevelt and McClymonds high schools in Oakland.

Before coming to California Doctor Hilton had taught in Utah, Idaho, and Arizona. In the latter state he was president of the Gila Junior College at Thatcher. He is a native of Utah, with an A.B. from Brigham Young University, Provo, Utah, and an M.S. from the University of Utah, Salt Lake City. He received his Ed.D. from the University of California.

Before Doctor Hilton was appointed to the position of supervisor, he had begun a study in the eleventh and twelfth grades which he will continue and expand through the senior high schools of the city. This study is called "Adjusting Social Studies to Contemporary Life and Problems," and consists of a series of twenty units. These units deal with the most pertinent and pressing problems of present-day life from the point of view of the high-school student. Each unit is accompanied by a guide-book in the hands of the children. These guide-books are to be revised each year by teacher committees.

Doctor Hilton believes that social studies is the most vital subject in the curriculum, and that if we are to maintain a democracy in America we can do it only on a basis of an intelligent and informed citizenship. The real business of the social studies program is to see that the proper ideals and attitudes are developed together with a desire to participate actually in all phases of governmental activity.

Doctor Hilton has also had special interest in studying and evaluating educational periodicals. He worked for some time as director for the North Central Association of Colleges and Secondary Schools in the development of an evaluated periodical list. The accrediting of these periodicals was a tremendous undertaking—there are some 1780 of them published on twenty-six different basic subjects of college and university use. A summary of this work appeared in the April, 1934, issue of the "North Central Association Quarterly." The study itself will appear serially in the "Library Quarterly."

Doctor Hilton's thesis at the University of California, "The Junior College Book List," is published by the University of California Press. It is considered a careful and outstanding contribution.

Doctor Eugene Hilton

WESTERN SCHOOL NEWS

HUGH J. BALDWIN, formerly County Superintendent of Schools of San Diego and member of the Legislature, is devoting himself to humane education. He is the president of the State Humane Association, which meets at San Diego, October 24, 25, and 26. Mr. Baldwin was not only a good school administrator, but by successful management enjoys sufficient income from property to devote himself without remuneration to social welfare work.

GEORGE W. SCOTT, formerly of Tulare County, a salesman for the Whitaker & Ray Company, school supplies, later for C. F. Weber & Co., and the past few years in business for himself, died suddenly a few weeks ago.

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In His Books, "The Goose Step," and "The Goslings," Mr. Sinclair Says:

"Berkeley . . . . is . . . . completely dominated by a medieval fortress on a hill, which I have called the University of the Black Hand . . . . the **University of California.** . . . . immorality is more common than scholarship; conditions have become a scandal throughout the State, and our imperialist President finds himself with a peck of trouble and a Board of quarreling regents . . . ."

In His Book, "The Goose Step," Mr. Sinclair Says:

"The college grows big in body and stays small in soul; while **the professor** is apt to stay small in both body and soul. . . . . He leads a narrow life, withdrawn from realities. . . . . There is gossip and wire-pulling."

In His Book, "The Goslings," Mr. Sinclair Says:

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AT THE GENERAL ELECTION, NOVEMBER 6

VOTE TO STAMP OUT SINCLAIRISM!

STATE BOARD OF EDUCATION

THE REGULAR quarterly meeting of the California State Board of Education was held in the city of San Diego on October 9 and 10. The board took action in connection with the following important matters:

1. The certificate of R. H. Butzbach, which had been suspended, was restored to its active status.

2. The committee of the State Board of Education which had been appointed to present a recommendation in connection with the establishment of junior college activities at the San Diego State Teachers' College in cooperation with the San Diego City Board of Education presented a favorable recommendation. The board approved formally the recommendation contained in the report of the committee.

3. Certain amendments in the California State plan for vocational education, particularly in connection with homemaking education and regulations governing the George–Ellzey Fund, were approved by the board.

4. A report was presented by the secretary of the board in connection with the certification of private music teachers. The report was essentially as follows: The action of the State Board of Education in discontinuing the certificate for private music teachers was in accord with the recommendations of the State Department of Education, the state secondary school principals, and the Music Teachers' Association. It is not the purpose to have this certificate permanently discontinued, but it is the purpose to establish new standards as a basis for the issuance of such certificates. At a future time, a report to be presented by the private Music Teachers' Association, with recommendations from the public school music teachers, the secondary school principals, and the State Department of Education, will come to the State Board of Education in this connection.

5. Mr. Merwin W. Hunt, the author of a compilation of the speeches and writings of President Franklin D. Roosevelt, discussed with the board the possibility of having this material adopted for use in the schools of the State of California.

6. The following report of the textbook committee was received and the recommendations contained therein were unanimously adopted:

"The textbook committee met on October 10, 1934, and considered the report of the California Curriculum Commission on the subject of sixth-grade readers. Books were submitted by sixteen publishers. The Curriculum Commission considered these books and evaluated them on the basis of points. The Curriculum Commission reported that six books stood out above all others, but recommended that the highest three should be those considered by our board.

"The textbook committee accordingly adopted this recommendation and, on the basis of its receiving the highest evaluation by the Curriculum Commission together with having the lowest bid on a royalty basis, recommends the adoption of "Trails Beyond," published by Johnson Publishing Company, 1934, as the basal text for a period of six years, with the option for readoption according to the standard contract, at a royalty of 19 cents per copy.

"The textbook committee also recommends to the board that the book receiving the third highest evaluation by the Curriculum Commission, "Good Reading," published by Charles Scribner's Sons, 1934, and carrying a royalty basis of 19½ cents per copy distributed, shall be adopted as a supplementary sixth-grade reader, all books to be distributed in accord with a plan to be determined by the State Department of Education.

"In considering the recommendations of the Curriculum Commission, because of the times through which we are passing, we are of necessity obliged to consider the price element. The book receiving the second highest evaluation by the Curriculum Commission was "Masquerade and Other Stories," published by Ginn & Co., 1934, which book, however, would only be sold completed in carload lots at the price of 69 cents per copy. The estimated difference in cost to the state of the Ginn & Co. book over "Trails Beyond" was $38,000 for the period of the contract and the estimated cost of the Ginn & Co. book over "Good Reading" was $34,000. This is not less than 16 cents per copy more than the estimated cost for the completed books on the leased plate basis printed in the State printing plant."

7. A statement to the effect that the Curriculum Commission will complete its study of handwriting and spelling materials within a month, and be in a position to make recommendations concerning adoptions to be made by the board in the near future, was made by the secretary. In accord with the recommendation of the textbook committee, the board tentatively agreed to hold a special meeting in the city of San Francisco on October 26 for the purpose of considering the recommendations of the Curriculum Commission in connection with the adoption of handwriting and spelling materials.

8. The State Board of Education approved a motion to call for bids for geography materials for use in the elementary schools of the State of California. The bids are to be submitted, together with materials, January 1, 1935.

9. The regular meeting of the Public School Teachers' Retirement Salary Board was held and retirement salaries were granted to forty-eight teachers.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

Library Service of Kern County

By IRENE BRANHAM,
Supervisor of Children's Work, Kern County Free Library.

Library service to the children of Kern County is rendered through two channels, the branch library and the county school. Twenty-four branches have permanent juvenile collections and receive regular shipments of books, while twenty-five others issue books to children during the summer when near-by rural schools which ordinarily serve these children are closed. Included in this latter group are the collections sent to boys' and girls' camps in the mountains. There are seventy county schools which receive home-reading collections during the school year. In some cases, as noted, service to the children is given directly through the school rather than through the branch library. This has developed because children who come some distance by bus were unable to get to the branch library and collections in the schools seemed more satisfactory.

In communities where there are branch library buildings, the schools and the libraries work together very well. In many places classes are brought to the library, some classes coming once a week to select books for home-reading. This method gives opportunity for the teacher and librarian to help each child in his selection. Also, in these places, this makes it possible for children who come to school by bus to visit the library. Library instruction was given last year in seven centers to 128 groups, totaling 3765 children. This instruction includes talks on the care of books, the makeup of books, use of reference material, and the use of the card catalog. Where more than one period is required, the first talk is given in the schoolroom, followed later by practice work done in the branch library. The problems worked out in these practice hours are corrected and returned to the teachers. In one branch, where the instruction during the year continued for some time, examinations were held with gratifying results to instructors and pupils. These classes give the children an introduction to library service and gain many new borrowers for the library.

There were five branches which held regular story hours for the children during the winter and many others that had them upon special occasions. In some cases, where branch conditions were crowded, stories were told in the schools. In one of the Bakersfield libraries the story-telling was divided into two sections. Folk stories from many lands were told to the little children up to the Christmas holidays. At the beginning of the new year, cycle stories were given to older boys and girls. Each year a different cycle is being used with these children. They have had Norse stories, Robin Hood, the Odyssey, and this year the Icelandic Saga. As an introduction, "Rolf and the Viking's Bow" was told in four parts, to be followed by "Grettir the Strong."

Our summer reading clubs have been very successful in holding the interest of the children throughout the vacation period. Every year a different theme is used for the clubs, and this year each branch chose its plan from several which were offered. The theme "Climbing a Ladder of Books," used last summer, proved popular. Ladders were printed upon cards with space for the name of a book on each of the eight steps of the ladder. In climbing the ladder the child was to raise the standard with each successive step. The four lower steps were story books and the upper four myths and legends, nature, travel, and history and biography. At the close of the summer each child received his ladder, and a gold seal was added for those who had read twelve books. The majority of the children received gold seals. Before school closed this summer, many were enrolled in the new clubs. Some of these clubs used the idea of building a library with book bricks. Plasterboard model buildings were made to represent the branch buildings. As each child read a book, a red paper brick bearing his name, and in some branches also the name of the book read, was pasted on the library. The children loved to watch the white walls disappear and to see their names on the bricks. Other branches used the travel idea. Large maps of the United States were made in outline and posted on the walls. Every club member had a small paper airplane with his name printed across its wings. These planes started from Bakersfield and each book read took his airplane a certain distance across the continent. Some reached the World Fair at Chicago and others went on to New York with four additional titles. In most branches special shelves are set aside from which the children choose their club reading material. Many branches have programs in the fall when the reading diplomas are presented.

One branch library this past year had reading clubs for the different grades which were sponsored by adult organizations in the community. These were very helpful in stimulating interest in the reading of good books. This work was described in detail in the August, 1933, issue of this journal.

For the 1933 Book Week project, the theme of "Hobbies" was employed. Posters were made on the plan of one appearing on the cover of the *Library Journal* for August, 1933. It represented the library as the hub of a wheel, each spoke in the wheel going out to one particular hobby, and a drawing illustrating that hobby was placed at the end of the spoke. Model airplanes, collecting, photography, girls' handicraft, woodworking, pets, archery, and magic were portrayed. A picture of a library was drawn in the hub, encircled by the words "He hath no leisure who uses it not." At the bottom of the poster were the words "What Is Your Hobby?"

The aid of the Boy Scout troops was enlisted in securing display material. Stamp collections, moths and butterflies, seashells, wild flowers were included. Marionettes representing Red Riding Hood and the wolf, bows and arrows, together with a large target, model aircraft, stagecoach, naturecraft creatures, and a model Boy Scout camp were among the many objects offered. One branch even had a hive of bees at work, so arranged that the bees might go

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and come through a window. These displays were placed in the libraries and in several store windows. With each group were books relating to that particular hobby. In one large window with an arched top in the Boys' and Girls' Library a background was made for the marionettes. Branches were used for trees and a cardboard house was built in the back part of the setting. Books on marionettes were placed in the "woods" with the puppets. The archery display was the most popular with the boys.

An annotated list of fourteen handicraft and hobby books was made for distribution during the week, and all books of this type were given special prominence. We feel that the display accomplished its purpose of bringing to the attention of the practical-minded child the fact that the library holds much of interest for him as well as for the book lover.

An illustration of the teacher's influence in developing the library habit with the children is that of a seventh-grade group in one of the city schools. The teacher last year worked very closely with the Boys' and Girls' Library in trying to form the reading habit among the children. At the beginning of the year she brought the class to the library to select adventure stories for reading during the first six weeks of the term. The librarian had selected various types of adventure stories and placed them on the tables. She told the class what many of the books were about in order to aid the children in their selections. At the end of the six weeks, book reviews were handed in on the stories read and those who had completed their reports were allowed to attend a special story hour. With these adventure stories as an introduction, the children's interest was aroused and the next six weeks were given to biography. The teacher and the librarian went through the biography section carefully, selecting those books written in the more modern style and covering as wide a range of interests as possible. Each child chose a biography to read, at first somewhat reluctantly. After they were started, the interest increased, until they finally became quite enthusiastic. One boy expressed his astonishment to the teacher, saying "Do you really mean that this story is biography?"

The class then decided to write a biography play, which was presented in the school auditorium. The first scene was laid in a bookshop where its owner was seen unpacking a box of biographies, grumbling because he must work at night to unpack such uninteresting material. As he took each book out, he wondered what that particular person did or who he was, and then different children appeared dressed as the characters they had enjoyed reading about and told what they had done. The second scene was the shop the next day, as young people came in and purchased the books with the help of the bookseller. This teacher has won many new readers for our library and has given the children an insight into the fascinating realm of the lives of great men and women that will remain with them throughout life.

Work with the rural schools is carried on in a similar manner, but what was done this past year we hope was just a beginning. Home reading collections were sent to rural schools requesting them and were changed as often as desired during the year. In order to see if these collections are meeting the demands and are suited to the readers at the schools, the children's librarian last year made as many visits as possible. In some rooms, résumés of stories were told in order to arouse the children's interest in reading them. In other groups the librarian discussed books with their pupils, drawing them out as to the kinds of stories they liked and making suggestions of titles to read. As soon as available appropriate titles were sent to the room visited. In the comparatively few schools that were served in this manner the response was very satisfactory.

In the entire year's work, nothing spectacular was done and no sensational means were used to draw the children to the library. The objective has been to lay a foundation for an appreciation of the use of books and of reading.

A One-Day Teachers' Institute

MISS PERLE SANDERSON, Superintendent of Colusa County schools, on September 20 held a one-day teachers' institute in Colusa. Miss Helen Heffernan, chief of the Division of Elementary Education and Rural Schools, spent the day with the teachers discussing subjects of direct interest to the schools.

At the afternoon session each teacher was given a copy of Bulletin No. 11, issued June 1, 1934, by the State Department of Education, entitled, "Effective Use of Library Facilities in Rural Schools." Miss Heffernan then presented the subject most clearly and effectively. Illustrations for her talk had been prepared by Mrs. Ella P. Morse, librarian, Colusa County Library, with the assistance of teachers and the rural school supervisor, Mrs. Ruth Edmands.

The fine coöperation of the Colusa County School Superintendent, county librarian, rural school supervisor, and teachers was evident in the illustrations of effective library service existing in the schools of Colusa County.

Among the visitors attending the afternoon session of the institute were the following county librarians: Mrs. Faye K. Russell, Glenn County; Miss Anne Bell Bailey, Tehama County; Miss Frances Burket, Sutter County; also, Mrs. Irminna Hurst, head of school department of Sutter County Library, and Mrs. May Dexter Henshall, county librarian organizer.

Through the courtesy of the Colusa County School Superintendent's office and the Colusa County Library, a delicious luncheon was served to Miss Heffernan and the visiting librarians at the Riverside Hotel.

THORNTON AT THE COLUMBIA

THE SHAKESPEAREAN season is attracting enthusiastic admirers of the legitimate drama. The company is very popular. Thornton is one of the youngest of established Shakespearean stars. Though his visit this season is for but two weeks, the list of plays to be performed is an unusually full one.

The first week will see "Hamlet" on Monday night, "The Taming of the Shrew" on Tuesday, and "Romeo and Juliet" and "The Merchant of Venice" as the offerings Wednesday afternoon and evening, respectively. Thursday night "The Taming of the Shrew" will again be given, Friday night the play will be "Richard III," Saturday afternoon "Hamlet" and Saturday night, "Romeo and Juliet."

"King Lear" will be an added play during the second week's engagement. Among the players to appear with Thornton will be Mary Marland, Phoebe Clark, Elena Moore, Anna Stapleton, William Robertson, Edwin Beckley, Carlyle Steves, Edward Dow, Charles Hurtgen, Robert Brauns, Eliot Davey, Alfred Corday and several others.

IMPORTANT CHANGES

In the Teaching Staff and School Administration of the City of Oakland

VICE PRINCIPALSHIPS

Doctor J. Frederic Ching, from director of research to Oakland High School.

John R. Soelberg, from principal of Grant School and Central Trade Evening School to San Leandro High School.

William H. McMaster, from vice principal at Technical to Castlemont High School.

Leo E. Taylor, from principal of Lafayette School to Technical High School.

Alfred E. Baker, from principal of Tompkins and McFeely schools to Fremont High School.

PRINCIPALSHIPS

R. W. Kretsinger, from Burbank and Sherman to E. Morris Cox and Toler Heights schools.

Douglas B. Miller, from Maxwell Park to Lafayette School.

George Bliss, from John Swett to Grant School.

Roy T. Granger, formerly supervisor of social studies, to principalship of Tompkins and McFeely schools. Doctor Eugene Hilton, formerly principal at Edison School, will fill the position of supervisor of social studies.

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Miss Minnie Kahl, former teacher executive, principal of Burbank School.

Mrs. Vivian L. Long, former teacher executive, principal of Maxwell Park School.

Miss Eva Ott, former teacher executive, principal of Edison School.

Mrs. Drucie Crase, acting principal at Piedmont Avenue School, has been elected to the principalship of the same school.

Robert B. Abbott, for eleven years an elementary principal in Fresno, to the principalship of Sherman School.

COMING TO THE CURRAN—GILBERT & SULLIVAN OPERA SEASON

It has been too long since the charm of Gilbert and Sullivan graced the San Francisco stage, and Homer Curran is to correct this, for he announces that beginning Monday night, October 29, James V. Petrie will begin a season of Gilbert and Sullivan at the Curran Theater, presenting the Opera Comique Company of fifty talented and tuneful artists which comes direct from a great success at the Philharmonic Auditorium in Los Angeles. An augmented orchestra will play the famous music under the expert direction of Arthur Kay. No Sunday performances will be given and the matinees will be on Wednesday and Saturday. The first week will charm with the ever young and most popular of the Gilbert and Sullivan works, "The Mikado"; the second week will revive memories with "Pinafore," and then will come the seldom played but very beautiful "Iolanthe" and other pieces equally famous.

To reopen the newly decorated and renovated Philharmonic Auditorium which has been the musical center of the south for many years, Merle Armitage, the director, secured the Lyric Opera Comique Company. In a house completely refurnished and modernized the company scored an instant success and has been playing to capacity audiences. This led Mr. Curran to enter into negotiations with the management of the Lyric Opera Comique, and they are to come to the Curran Theater immediately at the close of the Los Angeles visit, which was extended two extra weeks.

The cast of New York principals who will be seen in James V. Petrie's productions of Gilbert and Sullivan's light operas include Dorothy Whitmore, who comes direct from several successful seasons on Broadway. She will be best remembered as the star in George M. Cohan's successful production, "The Merry Malones." Miss Whitmore also had the prima donna rôle in the original "Blossom Time" company and with "No, No, Nannette."

Allan Rogers, leading tenor, needs no introduction to those who remember his clever work in such successes as "Rose Marie," "Song of the Flame," "White Lilacs," and the Shubert production of Max Rheinhardt's "Die Fiedermaus," creating the rôles in the last three productions mentioned. Allan spent three seasons with the St. Louis Summer Opera and two years at the London Coliseum Opera.

Other principals in the cast include Tudor Williams, Jack Henderson (who has played *Ko-Ko* over four hundred times in this country and Europe), Allan Watson, Ruth Holloway, Mme. Alizaar, and a chorus of forty excellent singers. Arthur Kay conducts the augmented orchestra.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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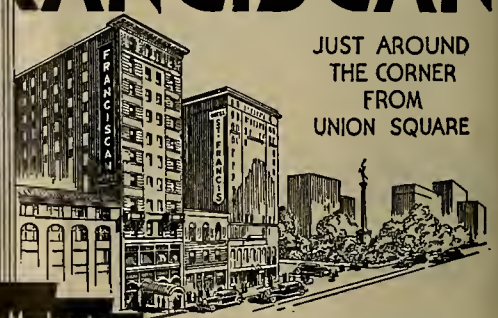

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THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Frayed School Books.—Richard Milne, in the Boston *Sunday Post,* comments on the fact that the book budgets in cities around Boston have been cut from 4 to 40 per cent. He reveals the grim battle educators should fight to supply new and up-to-date textbooks. We spend less than 3 per cent of the money expended for education for books. Mr. Milne asks: "Are we feeding the new brains of the nation on a starvation diet?"

N. E. A. Has New Secretary.—Willard E. Givens, Superintendent of Oakland Schools, has been appointed secretary of the National Education Association, with headquarters in Washington, D. C. E. W. Jacobsen, assistant superintendent of Oakland Schools, has been appointed to the Oakland vacancy. J. W. Crabtree, the retiring secretary of the N. E. A., has built up a tremendous organization. California has always played an important part in the affairs of the N. E. A., and now one of its leading superintendents has been given the most important position in the association. Mr. Givens, as City Superintendent of Oakland and president of the executive board of the C. T. A., has been an outstanding educational leader. He will have national scope for his administrative activities in his new field.

Doctor E. W. Jacobsen

Then and Now.—Richard D. Faulkner, who served the educational interests of San Francisco faithfully for many years, dropped into the editorial sanctum a few weeks ago, emanating youth, energy, happiness, and contentment that comes from a good-sized retirement salary and sound investments. He seemed as well satisfied with the world as we would feel if the Townsend pension law were in full force. Mr. Faulkner had a mission to perform. He said: "Have you read Judge W. H. Langdon's decision on the Los Angeles case about the so-called illegal registrations? It is great. He is clear, judicial, and shows as strong a belief in individual rights as Thomas Jefferson, and expresses himself as clearly and as definitely." Judge Langdon has arrived. We remember him as a teacher across the bay during the day, at a night school in San Francisco during the evening, and as a practicing lawyer on Saturday; then as Superintendent of Schools of San Francisco; then as a district attorney who could not be bought nor influenced by political gangsters, and now as Supreme Court judge with the courage of his convictions. He has demonstrated that a classroom teacher, if he has virile stuff in him, may aspire to any great position of trust and honor.

The Poet Laureate.—John S. McGroarty has been elected to Congress with more than nine thousand majority. He is the author of "The Mission Play" and the beautiful poem "California" and a number of books. He is not a politician. We are delighted that a man of McGroarty's fine vision, his interest in the social welfare of the human race, and his devotion to California and to humanity has been chosen. In these years of doubtful legislation, he will not promote the false moon beneath the smooth of the water when the true moon has increased visibility.

Doctor E. W. Jacobsen, assistant superintendent in charge of instruction, has been appointed to succeed Mr. Givens as Superintendent of Schools in the city of Oakland. Doctor Jacobsen's career as a school man is an interesting one. He is a Californian, born in San Francisco. His family moved to Berkeley while he was quite young, and he attended the Berkeley schools, graduating from high school there and attending the University of California, where he received his B.A. degree and teacher's certificate.

In 1917 he joined the United States Marine Corps and became commanding officer in the Officers' Training School.

He has been instructor in social studies and dramatics and was for four years secretary to the Oakland Superintendent of Schools. Following this, he was vice principal of the Roosevelt High School and later principal of that school, where he remained until 1929, when he went to Columbia University for his Ph.D. Returning from the East, he was appointed in 1931 to the position of assistant superintendent in charge of instruction, which position he was holding at the time of his appointment to the superintendency. Doctor Jacobsen is not only a very able man, but a brilliant one, and I think, as Californians, we should be proud of these younger men, born and bred in our own state, who become our educational leaders. Doctor Jacobsen is a young man, a clear thinker, and a man of high educational ideals and wide vision. He combines these gifts with rare understanding of people and of teaching problems. In his position as assistant superintendent he has proven these things, so there is no guesswork in predicting for him a brilliant future and for Oakland the continued success of an outstanding school system.

Writers.—Luther Meyer, the editor of the literary page in the San Francisco *Call-Bulletin,* expressed himself before the League of Western Writers on November 20 in favor of giving the edge to writers and books of the West. We cannot overestimate the commercial value of the Carmel, Laguna, and other groups of poets, prose writers, and dramatists. Publications like the *Overland Monthly,* with its rich literary background, should have our support. California is of the land and sea that inspires literature.

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Vol. XL, No. 11 San Francisco, November, 1934 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

Mrs. Ardella Bitner Tibby was elected this past summer to the superintendency of the Compton grammar schools. With seven years' experience in various positions in the union high school district under District Superintendent O. Scott Thompson, Mrs. Tibby comes well equipped with knowledge of the problems of the position. She left the position of assistant district high school superintendent of the Compton Union High School District and vice principal of the Compton Junior College to accept the city superintendency of Compton with a four-year contract. Mrs. Tibby is a graduate of the University of Southern California, where she received both her A. B. and M.A. degrees. Her greatest problem at the present time is the superintending of the reconstruction of the nine school buildings of the system damaged in the earthquake of March 10. Buildings that had to be completely razed have been torn down by SERA labor, and now ($292,146 being available by reason of the Green bill) are being constructed. It is expected that four will be moved into by the first of the year and the rest will be completed before the end of the year. Attendance this year is up 183 more than last year. An enrollment of 2386 children are being handled this year with six teachers less than last year. An increased teacher load has been established throughout the system.

R. F. Essert, Superintendent of the Placentia city schools, this fall established the Valencia High School upon a four-year basis. John Crossley, last year principal of the junior high school at Fontana, was elected to the principalship of the high school. The high school, which had been established in the remodeled primary building of Placentia grammar school at considerable expense, unfortunately was destroyed by fire recently. This necessitated a make-shift school for a few weeks. In securing his high-school faculty Superintendent Essert has secured teachers all with M.A. degrees. Among these teachers is Fred Rupp of Globe, Ariz. Mr. Rupp has been placed in charge of band and orchestra of both grammar and high school. Mr. Rupp is a graduate of the Colorado State Teachers' College at Greeley, Colo. With the defeat of bond elections for the establishment of the new union high school plant, the Board of Education is proceeding to carry on the project upon a pay-as-you-go basis. With $50,000 now available, land is to be bought and one unit is to be started, and the completion will come out of current taxation.

The Placentia Public Library, over which Mrs. Olive Bailey has been librarian for the past fourteen years, in 1927 was housed in a new library building that is still one of the most beautiful and effective small library structures yet built in California. The library is situated upon two lots, with 100-foot frontage by 140 feet. The building is an adaptation of an old Spanish hacienda suited to the needs of a modern library. The building is of reinforced concrete, with roof of rosy hand-made tile. The most striking feature of the library is the main reading-room, with its sense of breadth heightened by use of a beamed ceiling. Off the main reading-room on one side is the magazine reading-room, with a large fireplace, and adjacent to it is the librarian's office and a workroom. On the other side to the front is the children's reading-room, and the loggia faces a patio with fountain.

The library is furnished throughout completely with Library Bureau equipment. Seventy-two hundred volumes are the total of books upon the shelves. An added feature is the placing of six paintings by G. Magnusson of Balboa in advantageous settings. A huge painting of the San Juan Capistrano Mission is hung at the end of the main reading-room.

There is a fireplace in the children's room and above it is a painting upon tile by Sanchez. The garden, with Italian cypress trees and flowers, has an intimate touch. The use of wrought-iron gates at all entrances to the building are most effective.

The building was designed by Carleton Monroe Winslow of Los Angeles and Santa Barbara, and was erected at a cost of $50,000. An interesting fact was that the building was constructed from funds accumulated by the saving of a library tax levy that had been allowed by the Orange County Board of Supervisors for the community. The levy was collected during the boom years and was not noticed by the Placentia taxpayers. Placentia was and still is one of the richest sections in California, with its wealth of oil wells and citrus groves. The Placentia Public Library is well worth a visit to those interested in seeing a public library building that is out of the usual run of such structures.

The El Monte grammar schools, under District Superintendent Frank W. Wright, are continuing their most interesting experiment of a primary unit of non-graded classes with promotion by development that was started last year. This year the experiment has been placed under more direct control, for each child is card-indexed as to the time he should be out of the primary unit into the fourth grade. Consequently no pupil can be lost in the unit by being overlooked, if the progress is slow.

This year Mr. Wright has been given the aid of an assistant superintendent in Gerald O. Risinger, who will have charge of attendance, instructional and disciplinary problems. Mr. Risinger has been in the system eleven years. His previous work has been that of supervisor of attendance for both the high school and grammar school districts. Mr. Risinger has his degrees from the University of Southern California. Previous to coming to El Monte Mr. Risinger was for ten years in government education work in the Philippine Islands, where he was a supervisor of schools in the southern part of the islands.

New construction at El Monte consists of an eight-room building that is intended to house the primary unit. This building is being constructed according to the latest ideas as

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to earthquake safety standards. The work is being done by SERA labor and the Board of Education is spending between $23,000 and $25,000 for materials. The building is expected to be occupied by the first of the year.

The adoption of a new salary schedule for the El Monte schools by the Board of Education, worked out by Superintendent Wright, has been based upon general worth and value to the school rather than wholly upon years of service or degrees held, which have been of late years the customary basis for valuation for teacher remuneration. The rating schedule is based upon four main points—(a) General ability; (b) Enthusiasm or love for the job; (c) Efficiency or results; (d) General worth to pupil, school, and community.

With a beginning base of $1250 per year, $10 per year is to be added to the base rate of pay for each year of teaching service. The following scale is to be used in determining the amount of salary increase which is to be added to the base rate of pay. Rating of Poor—No increase. Rating of Below Average—No increase. Rating of Average—$5 per year of service. Rating of Above Average—$10 per year of service. Rating of Well Above Average—$15 per year of service. Rating of Most Outstanding—$20 per year of service. For regular teachers no salary is to exceed $1625 per year. If at any time a permanent teacher falls down in her work, a return is made to the base rate of pay. In this manner only those teachers who keep up their standards are rewarded.

E. RAYMOND ROOT, principal of the John Burroughs Junior High School, Burbank, was selected to fill the principalship of the Burbank Senior High School after the advancement of Buel F. Enyeart to the Burbank city superintendency. Mr. Root is a graduate of La Verne College of the year 1923. In 1933 he acquired his M.A. degree in education from the University of Southern California. For the past eleven years he has been affiliated with the Burbank city schools. Of late years Mr. Root has been interested in progressive education. While at the Burbank Junior High School he inaugurated integrated courses. He is intending to carry on this same type of work in the senior high school under direction of the State Department of Education.

C. L. WALTON, principal of the Caruthers high and grammar schools, was elected this year to the presidency of the Fresno County Board of Education.

MRS. MINNIE L. E. ROSENBERRY, district superintendent of the Garvey schools, is in the midst of a building reconstruction program made necessary by the state law in regard to earthquake safety requirements. Four buildings are to be repaired at a cost of $50,000 for materials, furnished by the board of trustees. Labor will be furnished under an SERA agreement. The buildings are expected to be completed by the first of the year. The enrollment this year in the Garvey schools is 1660—about the same as last year.

AT FULLERTON R. E. Green, district superintendent of the grammar schools, and the trustees have decided to move the pupils of two schools into tents after the buildings were declared unsafe by the State Department of Architecture. As to the replacement of these two buildings, no plans have as yet been formulated.

W. MAX SMITH, Superintendent of the Merced grammar schools, has been enabled this year to reëstablish the industrial arts and home-making departments after a two-year abstension, and has extended the music department to a full-time basis. Frederick W. Steen, a graduate of last year from San Jose State Teachers' College, was placed in charge of music, and Glen Newhouse, also of San Jose State, was given the industrial arts department. A delightful improvement has been the rearrangement of space for the administration department. The old offices have been rearranged so that they

make one attractive office for the superintendent, while across the hall another fine office has been made for the secretary, Miss Ansa Olree. Another improvement has been the enclosing of an outside corridor and a classroom into a library room 34 by 50 feet. Shelving and library tables are provided. The fact that the work on this room was done by the janitors in the summer months made for the expenditure of a minimum amount of money.

Superintendent Smith this summer finished his thesis for his M.A. degree at the University of Southern California. His thesis was a survey of the Merced school system.

H. O. Ensign, district superintendent of the Newport Beach schools, is in temporary quarters this year awaiting the construction of a new school plant. With the old plant torn down by CWA labor, $110,000 has been made available through the Green bill. The plans call for a unit of classrooms, and auditorium, shops, and domestic science units all separate.

The Montebello city board of education and Superintendent Mark R. Jacobs are considering the calling of a bond election in the near future for $1,000,000, the money if voted, to be used in earthquake safeguarding the school buildings of the district.

Miss Annette Mackie has been appointed to the librarianship of the Fullerton elementary schools library. Miss Mackie is a graduate of the University of California at Los Angeles and the Berkeley Library School. Miss Mackie comes to her present position from the Roosevelt High School, Los Angeles, where she was assistant librarian.

The reconstruction of the San Marino grammar schools under District Superintendent E. E. Neher is being held in abeyance pending the submission of new bids.

John S. Reid, district superintendent of the La Mesa grammar school, and the board of trustees this year decided to withdraw from the San Diego County Free Library. Mr. Reid has placed the library in charge of Miss Irma Rombauer, with Miss Winifred Beckcom as assistant librarian.

C. Delmar Gray enters upon his first position in California as district superintendent of the Escondido grammar schools. Mr. Gray has his A.B. from Washington State and this past year received his M.A. in education at Claremont Colleges, where he worked under Doctor A. A. Douglas. Mr. Gray's teaching experience includes teaching in Alaska, two years in administrative work in Washington, and six years in the Ellensburg Normal School as instructor in education and demonstration teacher in the junior high school. Before coming to Claremont Colleges Mr. Gray was head of the high school work of the Moran School at Bainbridge Island, near Seattle.

Miss Marie Dickson, for many years one of the outstanding principals of the Redondo Beach grammar schools, has returned to teaching and is heading up the primary school in the Escondido system.

Sylvester B. Hattrup, district superintendent of the Vista grammar schools, is busy this year establishing a school library after withdrawing from the San Diego County library system.

Will E. Wiley, district superintendent of the Lodi grammar schools for the past ten years, and one of the most prominent men in education in the San Joaquin County schools, has joined Southern California school men as district superintendent of the Whittier grammar schools. Mr. Wiley has his A.B. from Washington State and in 1925 he received his M.A. from Stanford University. Before coming to California Mr.

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Wiley was Superintendent of The Dalles, Ore., and also for three years was high school principal and superintendent at Moscow, Idaho. Mr. Wiley is spending his first months in Whittier in getting the physical plant into shape. Two buildings are in course of reconditioning. Miss Alice E. Pendery, assistant superintendent, continues in charge of curriculum instruction as formerly.

EARL B. SHOESMITH, district superintendent of the Tracy grammar schools, attended both the National Rotary Convention and the N. E. A. meeting at Washington this summer.

BUEL F. ENYEART

City Superintendent of Schools, Burbank, California

THE PROMOTION of Buel F. Enyeart from the principalship of the Burbank High School to that of the city superintendency of Burbank, after the acceptance of the Santa Barbara city school superintendency by Curtis E. Warren, was a recognition of his worth by the citizens of Burbank. Since 1927 Mr. Enyeart has run the Burbank High School along sane and sensible lines. Mr. Enyeart is not a radical in school administration, and yet he is not adverse to trying out new educational procedures. The Burbank High School is one of the seven high schools in the state that were selected by the State Board of Education and the University of California to carry out new practices in high school curriculum work.

The background of Superintendent Enyeart's educational experience is extensive. His college work includes study at Missouri Wesleyan College, Kirksville Normal School, University of Missouri (extension work), University of California, Kirksville State Teachers' College, University of Southern California. His A.B. degree is held from the Kirksville State Teachers' College, and in 1927 he received his M.A. degree from the University of Southern California.

Mr. Enyeart's teaching experience includes one year at Marceline, Mo.; superintendent for two years at Browning, Mo.; principal one year at Calipatria; deputy superintendent of schools, Imperial County, 1919–1920; superintendent of schools, Imperial County, 1920–1921; San Diego city schools; principal La Jolla schools, both elementary and high, 1921–1927; 1927–on principal Burbank Senior High School.

For two years during the war Mr. Enyeart was in the regular army, and rose from private to first lieutenant. He saw service both in the United States and overseas.

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A PIONEER OF MOTHER LODE

George Philip Morgan was born June 1, 1859, in Columbia, Tuolumne County. At that time it was one of the "Roaring Camps" of the mining regions and enjoyed the distinction of being called "The Gem of the Southern Mines."

The locality was fabulously rich in gold, producing up to 1865 some $87,000,000 in placer gold, $55,000,000 of which were weighed in the scales still to be seen in the old Wells Fargo Building. Wonderful tales are told of the large nuggets found in the "diggings," one of which was worth $12,000.

The city was incorporated and laid out in rectangular blocks. The streets were graveled and bordered with roughly squared slabs of marble from the Columbia quarry, which has been worked since 1855. At one time the business portion was lighted by gas street lights, the gas being generated from pitch pine. This did not last long, as the distributing pipes filled with a tarry substance produced by the burning pine.

Mr. Morgan spent the first two years of his school life in private schools, the teachers of which were educated in Eastern academies. He attended the public school in Columbia until he reached the age of seventeen, and then attended the San Jose Normal School in 1876–1877. He commenced his teaching career in a rural school with an enrollment of sixteen pupils. He closed the first term on Friday in early June, and opened school in Soulsbyville, a mining town, the following Monday with sixty-eight pupils on the register. He taught here fifteen months, with an intermission of three weeks. The first school was equipped with homemade furniture and had no blackboards or other apparatus. The Soulsbyville temple of learning was the village church, the pews arranged with small hinged boards serving as desks.

Fourteen beginners taxed the patience and ingenuity of the "greenhorn master." In spite of the lack of material and appliances of the present day, his work was so satisfactory that one of his patrons, in his eagerness for a return of the teacher, paid him the following compliment: "When you started to teach here, my children did not know nothing, and now you have been here ten months, and they know ten times as much."

From Soulsbyville, Mr. Morgan went to Columbia, taught four years in the intermediate department, and was appointed principal, which position he filled for twenty-eight years. Columbia school lost a teacher by the falling off of the number of pupils, and Mr. Morgan moved to the Jamestown school, filling the position of principal for six years. He was elected County Superintendent of Schools in 1886 and is still at the helm.

Louis J. Stellman, in his new book, "Mother Lode, the Story of Gold Rush Days," dedicates the attractive volume to George P. Morgan. The book is published by the Harr Wagner Publishing Company. For sale at bookstores. Price $2.50.

REDWOOD CITY SCHOOLS

The Redwood City schools, under the progressive leadership of Superintendent John Gill, is paying particular attention to a music program this year. Mr. Gill has brought in a new man—Francis McOuilkin, from the College of the Pacific. Both singing and instrumental music will be emphasized and glee clubs have been formed in each school. Redwood City has a gain of fifty in attendance this year over last, with a total of 1973 children.

Mr. Gill reports that his guidance program is working out splendidly. Teachers meet every Wednesday before school to discuss individual children as to social or educational problems and to decide upon home visits, with the hope of solving their difficulties with the coöperation of the family.

All of the teachers have volunteered to give $1 per month to the nurses' fund to buy glasses, shoes, etc., for children who otherwise will be without these things. The dental work is continuing this year under Doctor August Froman, who gives two mornings a week for that purpose.

Three schools—the Lincoln, Garfield, and Washington—have been painted and rooms calcimined and woodwork redone, using SERA labor at a great saving to the district. The schools work in close contact with Miss Wilhelmina Harper, librarian of Redwood City. Library books are furnished in large numbers to each school, and Miss Harper gives talks to both teachers and pupils on library usage. This is a rare opportunity for the Redwood public schools, as Miss Harper is one of the outstanding children's librarians.

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ANIMALS IN THE SUN, by W. W. Robinson. Harper. Price, $2. Picture-story of the reptile family that will have definite place. Much valuable information and drawings made from life. Grades 5–7.

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ABOUT A BEE, by Helen Torrey. Oxford. Price, 75 cents. Jolly picture-story of the busy bee and her friends who journey to the fair to buy fine presents. Grades 2–3.

MOZART, THE WONDER BOY, by Opal Wheeler and Sybil Deucher. Dutton. Price, $2. In this simply and clearly told story of the great musician, both the authors and artist have done a very creditable piece of work. Grades 3–4.

MISS MARIE T. WALSH, author of "The Mission Bells of California," published by Harr Wagner Publishing Company, San Francisco, Cal. Miss Walsh spent several years in the study of the mission bells, towers, etc., and has produced a remarkable book, the most complete of its kind ever published. The photographic work for the illustrations was largely done by the author. There are upwards of four hundred pages, size 6x9, in the book. Price $4. Miss Walsh is a resident of Hollywood, Cal.

THE LITTLE HOUSE ON WHEELS, by Marjorie Hayes. Little. Price, $1.75. What marvelous adventures were in store when Father Brewster built a house on wheels and took his two children on a journey through eastern and southern states. Grades 4–6.

FOR OLDER BOYS AND GIRLS

A HOUSE OF HER OWN, by Marjorie H. Allee. Houghton. Price, $2. These experiences of a young girl teacher in the backwoods of Indiana make a story of very definite interest. Grade 8, and high school.

WHEN THE STARS COME OUT, by Robert H. Baker. Viking. Price, $2.50. The author makes the story of astronomy very fascinating in this excellent book. Grade 8, and high school.

THE SCORING PLAY, by Ralph H. Barbour. Appleton. Price, $2. A new football story with the mystery element that will hold any boy. Grade 8, and high school.

CHILDREN'S BOOK OF ART, by Lorinda M. Bryant. Appleton. Price, $2.50. Reproductions of famous works of art with very interesting descriptive text. Grades 6–8.

JAMES MACGREGOR FROM AMERICA, by Marion Bullard. Dutton. Price, $1.25. Appealing story, for young or old, of a gay litle Scotty dog and his adventures in Europe with his mistress. Grades 6–8, and high school.

TEAM PLAY, by Donal H. Haines. Farrar. Price, $1.75. Absorbing story of school life by the author of "Triple Threat." Grade 8, and high school.

Jean Lafitte, Gentleman Smuggler, by Mitchell V. Charnley. Viking. Price, $2.50. Very interesting and authentic biography of a notorious figure during the War of 1812. High school.

Tan-Ta-Ka, by Hubert V. Coryell. Little. Price, $2. Devotion of a brave dog to his young master helps win their release when captured by Indians. A genuine thriller for any older boy. Grades 7–8, and high school.

The Red Caravan, by Mildred Criss. Doubleday. Price, $1.75. The wandering adventures of Franceska and her grandfather make this an unusually interesting story for the older girl. Grades 7–8, and high school.

Broken Dykes, by Hawthorne Daniel. Macmillan. Price, $2. Stirring and forceful account of the siege of Leyden relating the exciting experiences of a 14-year-old boy. Grades 7–8, and high school.

Good Wind and Good Water, by Alice Gardiner and Naney Osborne. Viking. Price, $2. A young New England boy has a marvelous trip to China on a sailing vessel and finds much adventure there. Grade 8, and high school.

Tita of Mexico, by Grace Moon. Stokes. Price, $2. Both boys and girls will enjoy this excellent story of the adventures of a young girl of Mexico, by one of our best-known authors. Grades 7–8, and high school.

Roland, the Warrior, by Virginia M. Collier, and Jeannette Eaton. Harcourt. Price, $2.50. A new story of the great hero very ably told. The Frank Schoonover illustrations add to the excellence of the volume. Grades 7–8, and high school.

Young Mexico, by Anne M. Peck. McBride. Price, $2.50. Gives most interesting description of Mexico and the life of her young people. Grades 6–8, and high school.

Ship Without a Crew, by Howard Pease. Doubleday. Price, $2. This favorite author is again at his best in a new mystery tale of the sea. Grades 6–8, and high school.

Call for Bids for Textbook Material in Geography for the Elementary Grades

The State Board of Education of California hereby invites sealed bids or proposals on or before January 2, 1935, for the sale or lease of the right to publish and distribute, in California, textbook material in geography in the elementary grades of the public schools of the State of California.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than January 2, 1935. Each proposal or bid must be enclosed in a seperate sealed envelope addressed to the Secretary of the Board, marked, "Bid for textbook in geography for the elementary grades," and must be submitted on or before the hour of 5:00 p. m. of January 2, 1935.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION,
VIERLING KERSEY, Secretary.

Sacramento, California,
November 20, 1934.

Prizes and Presents, by Edwin T. Hamilton. Harcourt. Price, $2.50. A book of value for any girl with clear directions for making many useful gifts. Grades 7–8, and high school.

Sandra's Cellar, by Fjerl Hess. Macmillan. Price, $1.75. A most engaging story relating the experiences of a college girl who earns her way by working in a bookstore. High school.

Gypsy Lad, by S. P. Meek. Morrow. Price, $2. Another capital dog story by the author of "Jerry" and "Frog." Grades 6-8, and high school.

Homemade Games, by Arthur H. Lawson. Lippincott. Price, $2. Directions for making and playing a great variety of games. Fun for any boy. Grades 7–8.

Lighting the Torch, by Eloise Lownsbery. Longmans. Price, $2. Stirring account of the adventures of a young French lad during the peasant's revolt in the 16th century. Grade 8, and high school.

The Back-Yard Zoo, by Daniel P. Mannix. Coward. Price, $2. A lonely boy on a farm makes pets of wild animals and tells an absorbing story of his experiences with them. Grades 7–8, and high school.

Keeper of the Wolves, by Norma B. Mansfield. Farrar. Price, $1.75. How a heroic young woman of Alaska, and a great dog, win through against grave hazards. Grade 8, and high school.

The Boy Scout's Year Book for 1934, by Franklin Mathiews, ed. Appleton. Price, $2. This year's selection contains 22 stories of "brave boys and fearless men" by popular authors. Grades 7–8, and high school.

Consigned to Davy Jones, by George H. Grant. Little. Price, $2. The author of "Half Deck" writes another lively tale of a voyage on a British tramp steamer. Grade 8, and high school.

The Young Douglas, by Jeanette C. Nolan. McBride. Price, $2.50. Young Alan Douglas is the hero of this very exciting tale of the days of Mary, Queen of Scots. Grades 7–8, and high school.

The House that Jill Built, by Anne Maxon. Dodd. Price, $2. When 16-year-old Jill turns architect and builds a house, she has a surprisingly lively time of it. High school.

Lumberjack, by Stephen Meader. Harcourt. Price, $2. Before entering college, young Dan joined a lumber crew and had no end of thrilling experiences. Grade 8, and high school.

Backfield Comet, by William Heyliger. Appleton. Price, $2. Football tale of the first order wherein a wise coach puts the over-confident star player in his proper place. Grades 7–8, and high school.

Eagle Cliff, by Maristan Chapman. Appleton. Price, $2. This popular author once more provides a vigorous boy and dog story of treasure hunting in the Tennessee mountains. Full of lively adventure and mystery. Grades 7–8, and high school.

Children of the Covered Wagon, by Mary J. Carr. Crowell. Price, $2. A new story of covered wagon days in which three children have most exciting experiences during the journey overland. Grades 6–7.

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WESTERN SCHOOL NEWS

AT PACIFIC GROVE, R. H. Downs, district superintendent, reports an enrollment of 769 in the elementary grades and 62 in the kindergarten, a total of 831 children.

A plan has been worked out this year to change gradually the system of midyear promotions to a yearly promotion basis. The 8A class now takes only half of the grammar school subjects the first seemster and attends the high school, enrolling for two high-school subjects. Instead of graduating in January as heretofore, they will have completed only the first half of the eighth-grade work at this time, and during the second semester they will complete the eighth grade studies and continue with the two high-school subjects, completing them. They then graduate in June with the regular class, and will not only have completed their grammar-school work, but will have two units of credit in high school. This plan also works out much better for the high school than the midyear graduation.

In order to accomplish the final elimination of midyear promotions in the school system, no children are permitted to enter the kindergarten or low first grade in January. In September they lowered the school age to 4½ years for kindergarten and 5½ years for first grade, thereby accommodating those who would have entered in January.

ARTHUR CHAMBERLAIN, editor of *Overland Monthly,* author of books, and lecturer, will speak for Superintendent Morgan of Tuolumne County on November 26 and for Superintendent Austin of Nevada County on November 28. He will preside at the dinner of the League of Western Writers on November 20. The speakers at the dinner will be Hildegarde Hawthorne, A. J. Cloud, Ethel Cotton, and Harr Wagner. The guests of honor include Ali Foad Toulba, Louis J. Stellman, and Marie T. Walsh, all writers of valuable and interesting books.

THE Eastern Alameda County Principals' Association met at the Palace Hotel on November 19. Guy E. Brown is president. Arthur Isensee, principal of Livermore High School, was one of the chief speakers. Mr. Bunker, Miss Killey, and others discussed spelling, penmanship, and English. David E. Martin, County Superintendent of Schools, outlined the coming legislation. He stated that the most vital fight will be held on "fixed charges" and the sales tax.

HARRY HAMMOND reports that the State Printing Office will manufacture 850,000 copies of the new speller and the new reading and penmanship books. There will be four hundred people employed in the manufacturing department during the next six months.

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The Stewart is down town close to principal stores and theaters. On car lines to all parts of the city.
GEARY ST., a few steps from POWELL

PACIFIC GROVE DOES SOMETHING NEW

A UNIQUE and significant undertaking was put over with outstanding success this summer. A. B. Ingham, for many years principal of the Pacific Grove High School, conceived the idea that a high-school summer session in the perfect summer climate of Pacific Grove would prove a useful offering.

It did prove itself to be even more than that, as it was attended by people of both high-school and adult age. About sixty of the number were from outside Pacific Grove, six teachers among them, and over two hundred attended. The largest attendance was in a field course in biology offered by Harry James Snook, naturalist and teacher at the College of the Pacific and the Stockton High School. Mr. Snook is also a coauthor of "Seashore Animals of the Pacific Coast," one of the outstanding books in its field. Because of the richness of sea life in the Pacific Grove region, the Hopkins Marine Station of Stanford University is located there. Mr. Ingham therefore offered in his summer school through this course a rare opportunity to students of biology. One full unit of credit was given for this course.

Among the other courses offered was one in practical journalism by W. M. O'Donnell, editor of the *Monterey Peninsula Herald.* Mr. O'Donnell is a graduate of Cornell University and has had some eighteen years of experience in the newspaper field.

Other courses were typewriting, given by E. K. Bramblett, principal of the Pacific Grove Evening High School; group instruction in voice culture, by Sylvia Garrison, instructor in voice culture, Oakland Technical High School; verse choir, by Elizabeth M. Jenks, head of the department of speech arts, San Jose State College, and a course of elementary algebra as it relates to practical applications, given by Mr. Ingham himself. This was a heavy course, for which he did not expect a large attendance, but to his surprise the class was so large he had to have assistance in order to carry on the management of the school and handle the class too.

Mr. Ingham was able to finance his plan through the surplus from last year and a $2 registration fee. No tuition was charged.

The school commenced July 2 and continued five days a week, four hours per day, until August 31. Classes met in the afternoons and evenings.

In addition to the courses given for high-school credit, a series of lectures were given—eight addresses by Alfred Lyman Flude (world traveler), in the arts, literature and religions of the Orient, and two addresses by Professor Elias Olan James of Mills College, on "Shakespeare's London" and "Readings From Recent Poetry."

It was an interesting and useful program for both young and old, and certainly such a plan is of particular value where so much enforced leisure is upon so many young people. The eagerness with which the work was undertaken and the thoroughness with which it was done proves that our educational program has taught our young people the thing it really started out to teach—an appreciation of knowledge and a desire to continually increase that knowledge. Mr. Ingham put his own program to the test, and it was not only *not* found wanting, but was astonishingly successful.

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XI. Father of All—the Sun.
XII. A Faithful Attendant—the Moon.
XIII. Strange Children of the Sun—Meteors and Comets.
XIV. When the Sun and Moon Play Hide-and-Seek.
XV. The Far-Off Stars.

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NEW COUNTY SCHOOL SUPERINTENDENTS, 1934 TO 1935

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NEW JUNIOR HIGH PROGRAM

George E. Axtelle, principal of the Lockwood Junior High School in Oakland, comes from Honolulu, where he was principal of the Kawananakoa Elementary and Junior High School. This is an experimental school under the direction of the Bureau of Research and Curricula. Mr. Axtelle was given a free hand in working out a program more adapted to the needs of the children of Hawaii. This school was an observation center. Mr. Axtelle was a member of various curriculum committees working on the revisions of their programs. He was in the islands for six years and won a reputation for outstanding work and sound educational policies. Prior to his work in Honolulu, he was in Hood River Valley, Oregon, and is a graduate of the University of Washington.

In the Lockwood school, Mr. Axtelle is planning definitely to cut down teacher contacts for the children, particularly in the low seventh grade. He believes that if a child comes under fewer teachers, there is closer contact between teacher and pupil and more will be known about the individual child and his problems. The home-room period, for instance, is not confined to the usual fifteen- or twenty-minute period, but is an integral part of English and social studies. The home-room teacher will teach both subjects, and whenever possible the schedule is arranged so that the two subjects come together. Where teachers are trained to handle several subjects, these teachers will carry the same class, teaching the various subjects not so much as separate studies but as phases of a comprehensive problem. The effort is to keep the seventh-grade child's teacher contacts down to three teachers and to have their rooms adjoining so that teachers may work together, and are then able to have small complete social groups. In this way personal contacts and responsibilities are developed within the large system. The reason for this plan is to make an effort to bridge the gap between the elementary schools and the highly departmentalized work of the large junior high schools in which the little seventh grader has almost been lost. By this plan the child has all the personal interest and guidance of the small social unit with the many advantages of the large school.

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SCHOOL LIBRARY ASSOCIATION MEETS

That librarians are keenly appreciative of the influence of environment was very evident in their selection of Santa Maria Inn as the setting for the joint meeting of the Northern and Southern Sections of the School Library Association of California, on October 27 and 28, 1934.

From the State Department of Public Instruction were present C. F. Muncey and Mrs. Irene Heineman, who made the concluding address of the meeting.

Frank J. McCoy's story of his hobbies and the part books had played in their growth fitted well with the theme for this year's Book Week program.

Very interesting was the report of her attendance at the A. L. A. meeting at Montreal made by Mrs. Isabel M. Neals of the Chaffey High School and Junior College at Ontario. She not only invited attention to Doctor Dwight E. Porter's address, but also described her visit to Omaha Technical High School, which was its inspiration.

Miss Katherine Folger and the Southern Section deserve congratulations on a very successful meeting.

SAN FRANCISCO IN AUTUMN

We feel our senses quicken
And scan the cloudless sky;
About our sturdy vessel
The silent waters lie;
A haze bedims the headland
That seems so far away;
We're sailing in the autumn
On San Francisco Bay.

We're wondering why the natives
Must ever stress the boon
Of California's winters
And vaunted days of June;
There's not in all the Union
A climate so sublime
As that of San Francisco—
When it is autumn time.

—Delmar H. Williams, in Sunset Magazine.

COLUMBIA THEATER

Fritz Leiber, America's foremost Shakespearean actor, who comes to the Columbia Theater, late in December, has had a most interesting and varied career. A native of Chicago, Leiber divided his time at high school between athletics, dramatics, and the debating team. A school presentation of "The Cricket on the Hearth," which was coached by a professional director, was the beginning of Leiber's career on the stage. When he was only twenty years of age, after playing two years in a local stock company, Ben Great offered him an engagement in his company, which was going on a three-year tour. A year with Julia Marlowe followed, then many more seasons with Robert Mantell, which he interrupted long enough to appear with David Warfield in "The Flying Dutchman." An unusually fine offer took him briefly to pictures. For several years he headed his own Shakespearean companies, including the Chicago Civic Repertoire.

"Hamlet," "Macbeth," "The Merchant of Venice," "Julius Caesar," and "King Lear" are the plays included in the repertoire which is this season being presented on tour by Fritz Leiber.

In this group Shakespeare has displayed his lightest and strongest touches of character drawing. "The Merchant of Venice" has scenes of rare comedy, and several of its characters were created for the purpose of emphasizing the comedy angles of that play. "King Lear" is the most tragic of the five, and as a perfect example of the drama "Hamlet" is the outstanding one. "Macbeth" and "Julius Caesar" hold particular interest for all students at high schools or colleges who are taking the English courses.

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BOOK REVIEWS

IMPROVING THE MEMORY FOR FACES AND NAMES, by James D. Weinland. Published by Bruce Humphries, Inc., Boston, Mass. Price, $1.

This book should be invaluable as an aid to persons whose vocation consists almost entirely of meeting people, for instance, salesmen, preachers, lawyers, and others. It should also be of value to young people of high-school age who are just developing a social consciousness.

IMPROVING YOUR SPEECH, by Letitia Raubicheck, Director of Speech Improvement, New York City Schools. Published by Noble & Noble, New York. 163 pages.

This is a simple yet thorough book for grade school pupils that will help to eradicate the foreign or careless language habits with which so many pupils are handicapped. Book is arranged on the unit plan, with a picture to motivate each lesson.

AMERICA'S OLD WORLD BACKGROUND, by Gertrude Van Duyn Southworth and John Van Duyn Southworth. Published by Iroquois Publishing Company, Syracuse, N. Y. 563 pages. Price, $1.32.

This book presents the complete story of the Old World background of America from the time of early man through the period of exploration. The table of contents is divided into four parts: Part 1—The Myths of Long Ago; Part 2—The History of Long Ago; Part 3—The Middle Ages; Part 4—The Period of Exploration in the New World. Presentation of the book is simple, so that it can be enjoyed and understood by pupils in the intermediate grades.

INTERMEDIATE ALGEBRA, by Freilich, Shanholt, and McCormack. Published by Silver, Burdett & Co. 406 pages. Price, $1.40.

Simplicity of language, clarity of thought, and mathematical accuracy are maintained throughout.

PRACTICAL EVERYDAY CHEMISTRY, by H. Bennett, F. A. I. C. The Chemical Publishing Company, Brooklyn, N. Y. 305 pages. Price $2.

This book contains hundreds of up-to-the minute formulas of the many things used in our daily life, naming the ingredients and easy, simple instructions for compounding them. Some of the subjects covered are: How to make adhesives, agricultural and garden specialties (insecticides, weed-killers, etc.), varnishes, stains, cosmetics and drugs, food products, beverages and flavors, methods for tanning, bleaching and dyeing furs, inks, crayons, mimeograph and typewriter specialties, coloring treatment of paper, polishes, soaps, plastics, waxes and many others. This book is not only entertaining, but instructive and practical.

"OLD MONTEREY, CALIFORNIA'S ADOBE CAPITAL," by Laura Bride Powers. San Carlos Press. 297 pages, size 6x8½, illustrated. Price, $3.50.

Laura Bride Powers has been a special student of early California history. The author is familiar with the historic landmarks and the human interest stories of old Monterey. The chapters on "Portola's March to Monterey," "The Founding of the Presidio," "Carmel Mission Functions," "Anza Arrives in Capital," "Sloat Raises Stars and Stripes," "The Tragic Idle Forties," "First Constitution," "Stevenson House," "Serra—The Man," "Cemetarios of Old Monterey," are very interesting. The account of Frémont under the title "Frémont Struts" shows prejudice. The author gives no credit to Frémont for his many splendid qualities and his contribution to our government as a scientist and topographical engineer, and forgets all the hardships that Frémont and his men endured. The author has followed the lead, in her patronizing criticism, of Bancroft, Josiah Royce, and others who, forgetting Frémont's great contribution to the development of the West, measure him not by success but by his failures.

Doctor Herbert Eugene Bolton in the foreword says: "Monterey is one of the most historic spots in Western North America. Mrs. Powers has brought many new facts to light and straightened more than one hitherto distorted episode."

Mrs. Powers' earlier books are "Old Missions of California" and "The Story of Old Missions for Boys and Girls." These two books were very popular. "Old Monterey" has a special value in public and private libraries as a rare and interesting volume.

ELSIE ROBINSON, in her department of the San Francisco *Call-Bulletin*, date of November 13, published under the title, "Listen, World," a review of "A Shepherd of the Far North," referred to as "Winged Youth," the biography of the young martyred priest, Reverend William Francis Walsh. This review appeared in several hundred papers.

The author in this book tells the story of Father Walsh's childhood in San Francisco, his education, his work in St. Mary's Church, Stockton, his travels in Europe, his experience in Alaska, and his tragic death in the airplane, "The Marquette."

The book has an introduction by Monsignor Gleason and a remarkable poem, "The Bird of God," by A. J. Barrett, S. J. The book is written under an assumed name of Robert Glody. The real author is Sister Mary Eustolia of Oakland, Cal. The volume has 237 pages, 5x7½, attractive binding; price, $2.50, postpaid.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

Wheels of Progress

By ANNE BELL BAILEY
Tehama County Librarian

[Editor's Note: "Wheels of Progress" appeared in the July, 1934, issue of "The Tehama County Farm Bureau Monthly." After omitting items intended only for local information, it is being reprinted in The Western Journal of Education through the courtesy of Miss Anne Bell Bailey, its author, and Mrs. Willis C. Hickman, editor of "The Tehama County Farm Bureau Monthly."]

"Of the People, by the people and for the people"—the immortal words of Abraham Lincoln might well have been spoken of the county free library service.

Of the People because popular demand of the people in the rural sections brought it into existence. The actual system was conceived and put into operation by State Librarian J. L. Gillis in 1911, following experimentation with traveling libraries which had proved inadequate and expensive since 1903.

By the People because the library is supported entirely from within the county by funds raised from a library tax to be used for no other purpose, and which may not exceed 10 cents on the hundred dollars. Tehama County library tax has never exceeded 5 cents.

For the People because the present system of which Tehama County has been a part since 1916 makes it possible for every resident of the rural sections of the county to have library service.

The public library is the most liberal and economical of all educational agencies, for it is limited to no groups, but offers equal educational opportunities to rich and poor, and, in the case of the county library, to those in remote places as well as those in the larger centers.

There is no restriction to participation in this "school." There are no grades nor credits to win or lose, but it is brought to the door of every individual who earnestly desires to better his cultural place in the world.

It is the only educational system in which each pupil is his own master, urged on to achievement by his own driving power. The system under which this service is brought to the people may be likened to a wheel. The central office, which by law must be located in the county seat, is the hub around which the service revolves, and the stations from which the books are issued are the spokes that support the rim of the wheel. Each station has direct communication with the hub and the station receives its strengh and power from the hub, which supplies all of the material that goes to the borrowers under the supervision of a librarian who must have a certificate of qualification granted by the State Board of Library Examiners before she may be appointed to her position by the Board of Supervisors.

The local stations are cared for by some one in the community or center conversant with the interest of the people, and through his or her efforts the books desired by the people are brought to them.

The library system, or wheel, never ceases revolving. Books are always moving from one end of the county to another, on special request or simply for a change to some local collection. Constant rotation keeps the smaller branches supplied with a change of material, giving in a year probably the use of three or four times the material that the small case of books could accommodate at one time.

Rules and regulations must of necessity be part of any system, and these regulations which borrowers are asked to observe are made by the librarian subject to the advice and approval of the County Board of Supervisors, with the best interests of the people in mind and according to accepted practice in the library world.

The spokes of the wheel in Tehama County touch every "strategic" point in the county. The collections vary from small collections tucked away in the chimney corners in homes to country postoffices and general stores in the small communities to the larger collections housed in their own buildings, where formal library hours are kept.

Deposits of books are also in the offices of the Home Demonstration Agent and the Farm Advisor.

Red Bluff and Corning do not support the library and so do not receive service from the county library, but both cities maintain their own locally supported municipal libraries.

Because the hub of the county library must be located in the county seat, many people assume that Red Bluff receives county library service, but individuals residing within the city limits are not served by the county library.

A service to residents of the county just outside of the city limits of Red Bluff is given from the office in the courthouse, but it is in no sense superior to the service given out in the small branches throughout the county.

Careful and immediate attention is given to all requests coming from the most distant branches, and borrowers are urged to place their needs before their custodians that they may acquaint the librarian at the central office of the material required.

The library will prosper only as the strength of the spokes keep the wheel revolving. Each spoke (or station) should be the pride and interest of every resident of the center wherein the station may be placed; the custodian can build only so far as the interest of the people support her through patronage and understanding of the contributing influences toward its growth.

In Tehama County each month a letter is sent to the custodians listing and suggesting books of probable interest to the people in different sections of the county, and any of this material may be sent to any branch where requests are made for it.

All libraries have suffered severely during the last few years, yet in all libraries increased service has been demanded, due to the increase of leisure.

In such counties as Tehama the pressure of unemployment has not been felt so keenly as the need for reading matter to buoy the morale of those who in spite of unceasing toil have faced defeat and loss of the accumulation (meager though it might have been) of a lifetime. To such people the existence of the library has been an untold blessing, handicapped though it has been with lack of funds for new books or even repair of the old material.

For the past year the problem of keeping branches supplied with a change of material from time to time during the year has been a task almost insurmountable, but the wheel continued to revolve slowly, with whines and creaks that betrayed the need of that sure-fire lubricant—*money!*

In the past few months a slight decrease in patronage is noticeable, not due, as one would think, to increased employment, but to the depleted resources of the libraries that have been worn to mere skeletons of their former collections and no longer can offer and satisfy the searching reader with a sop for his intellectual appetite in the form of an old book instead of a new one. The borrower is fed up on spinach—the few old books that are left on the shelves have been read and reread—he wants some good roast beef and perhaps a light dessert—and because such is not forthcoming he is either not reading at all or is filling his intellectual stomach with indigestible magazines that can be purchased for a few cents. The intellectual dyspepsia is sure to follow!

The library has done its part throughout this long period of sacrifice and deserves the earnest, eager, and determined support of all those to whom it has been a solace and guide; in restoring it to its former power with continued effort to reach the goal of unlimited cultural opportunities for everyone, through a wider, freer and more liberal distribution of books, that a library "of the people, by the people, and for the people shall not perish from the earth."

Another Project Completed

By MARJORIE H. KOBLER
San Diego County Librarian

A very necessary SERA porject has just been completed on the San Ysidro Branch of the San Diego County Free Library. This library building was given to the county by Mr. and Mrs. Frank Beyer ten years ago. Nothing had been done to the building except the very necessary repairs, such as a new cesspool and a new roof. It occurred to the supervisor in whose district the library is located that it was the opportune time to sponsor an SERA project to redecorate the San Ysidro Library. A project was submitted to paint the inside walls, ceiling, and woodwork and to varnish the furniture. When the building was inspected to see what was to be done, it was found that termites had taken the place by storm. The original project was withdrawn and a new project was submitted to include the extermination of the termites as well as the redecorating of the building. When the project finally came back approved, the work was begun. As a result the termites were exterminated, all of the wood that had been eaten was replaced, the entire building was treated to prevent future damage from termites, the inside was completely redecorated, even to the smoking stands being rebronzed. This library is one of the few libraries to have a smoking-room, this being one of the stipulations of the gift. The outside stucco was given a brush coat and the trim was painted. The flagpole, which is on top of the building and always has been most difficult to use, was painted, including

the bronze ball on top. The pole itself was hinged, making it possible to lay the pole down on the roof and put the flag on it and then raise both pole and flag at the same time. The entire project took two months to complete, but it was a very satisfactory piece of work when it was finished.

Open house was held at the library the evening before it was opened for issuing books. The people in the community were so pleased with the appearance of the library that a request was made to have the library open three evenings a week. This was a result of the project which was not expected, but will be beneficial to the people of the community.

Coonsaw Branch of Library

THIRTY MILES east of Oroville, at Camp 18 of the defunct Hutchinson Lumber Company, is located the industrial experimental town of Coonsaw, with a population of 150 men, women, and children. The adults pay their way by their work, and money is not a necessity in the town. For two years this experiment has been conducted by the Unemployed Exchange Association (UXA). G. S. Coons, for whom the town was named, was elected general superintendent. The town is governed by a general assembly which meets once a week, and whose officers serve for six months.

The property was leased from the superintendent of the Feather River Pine Mills and calls for payment in lumber. The men of Coonsaw are constructing a sawmill which is expected to be put into operation by Thanksgiving Day. The lumber will then be used for trading purposes by the UXA in Oakland.

Approximately fifteen trucks are operated by the UXA between Oakland, Oroville, and Coonsaw. The now unused narrow-gauge railroad connecting Coonsaw with the Western Pacific tracks near Bidwell Bar is being repaired by the men of the UXA and may later be used for transportation of the finished lumber to Oakland.

A commissary department is maintained in Oroville for its numerous UXA members. Necessities are bought by points. A person is credited with 100 points for one hour's work. For 200 points per day a man or woman can receive his room and board. A person can save his credits as long as desired.

Nearly every trade is represented. The health of the colony is safeguarded by a resident doctor, dentist, and nurse. One of the interesting residents of Coonsaw has been twice around the world as a radio operator and has had twenty-two years' experience in radio work. He is now in charge of a short-wave circuit which connects Coonsaw with the Oroville and Oakland offices.

Cabins formerly used by employees of the lumber company serve as homes. Box cars are substitutes for public buildings. They are used for a recreation center, community kitchens and dining-room, physician's office and emergency operating room, and for a branch library and schoolroom.

The county libraries of California have furnished books and magazines to many temporary camps of unemployed men and boys during the past two years. Box cars have been utilized for quarters for a number of branches of county libraries. The beauty and silence of the forest have enfolded other collections of books sent out by county librarians. This branch established by Miss Ida M. Reagan, librarian, Butte County Library, does have features, however, which make it stand out as unique among the 3973 county library branches of California. The type of the town that it is serving, a partitioned box car used for a community library and a school, and a library custodian who is the wife of the physician for the town give this little branch a place all its own in the State of California.

Children of Mexico. By Irmagarde Richards and Elena Landázuri, $1.50

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post-revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables, and other data.

Miss Richards spent many months in Mexico collecting material for the book. Miss Richards is also author of "Our California Home," adopted fourth grade social studies text for the State of California. Miss Landázuri is a Mexican writer and educator of distinction.

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I am a Book! I live! I speak—to You.
As a Book, I am a messenger, sent to You who read this.
Within my covers is a message for You to enjoy,
A message of pleasure, of good, of help for You—
Yes, and I am a messenger to other boys and girls, men and women, beside just You!

Because I am a messenger to You and to all,
Because I, as a Book, live and speak to You, to all,
Then do You—all—owe me your duty as readers!
How can I carry my message to your hearts unless—
Unless you treat me as though I were alive and speaking; something to give joy and help?
How can I?

Yes, I am a Book. I speak. I live.
So . . . . .
It hurts me—
When you mark me horridly—
When you tear and soil me carelessly—
When you turn me face down on the table and break me—
When you "dog-ear" my pages—
When you are "smart" and scribble wisecracks on my leaves.
So many things You do to hurt a Book, a messenger—

But—
Yes, but not only do your hurt me as a Book-Friend, but worse—
You hurt yourself!
Because:
When you hurt a friend—
Soil and tear and mark a Book-Friend—
Bang and drop and jazz it round like mad—
Then you only hurt yourself and prove that the Book is better than You,
For the Book is helpless as a baby in your hands. It trusts You!
And you betray the Book-Friend and so injure the message that others desire to receive.
So—you are selfish! See? Unselfishness is of God! See?
Books live and speak.
When you hurt a book you only hurt your own spirit.

I am a Book—a living, speaking Messenger-Friend—and I come to You in love.
So—I ask You—all—*please treat all books with love!*

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CALIFORNIA BOARD OF EDUCATION

The California State Board of Education met in special session in the city of San Francisco on October 26, 1934, for the distinct purpose of continuing its policy, in coöperation with the State Department of Education, of developing and making available an improved body of elementary school textbook materials.

On the occasion of this special meeting, the State Board of Education adopted spellers for use in the elementary schools, the spellers adopted being those published under the titles "The Golden State Speller," by Ayer, Oberholtzer and Lane, published by The World Book Company, and "Pupils Individual Spelling Book," by Croad, O'Reilly and Burkhard, Sacramento. The policy of adopting the two spelling books was inaugurated in conformity with the distinct understanding of the State Board of Education to the effect that there are two general and commonly accepted methods of teaching spelling, one being that method which involves the use of a non-consumable, permanent textbook; for this approach the board adopted "The Golden State Speller." The other method of teaching spelling is that which involves the use of consumable materials, and in order to satisfy needs in connection with this approach the board adopted "Pupils Individual Spelling Book."

This very advanced step is certainly one for which the board is to be complimented; it breaks down the old policy of statewide adoption of one book only for uniform use throughout the state. It is now the responsibility of each elementary school district to determine which method of teaching spelling, as well as which materials, it will desire to use. Then the state will supply materials according to the needs of the educational program in the elementary school district.

At the regular meeting of the State Board of Education in the city of San Diego another definite step forward was taken in the adoption of readers, a supplementary reader having been adopted in addition to the basal reader for use in the sixth grade.

The board also adopted a new revised handwriting program, and to accomplish this program agrees to make available for use in the schools manuals, teachers' instruction material, and services offered by the Zaner-Bloser system of handwriting.

These materials in spelling and handwriting will not be available at once because of rather definite modifications which the board desired to have made in the materials adopted for use.

Among other things, at the direction of the Superintendent of Public Instruction, the board insisted that there be included in each spelling book a dictionary of all words used in each grade.

NEW GEOGRAPHICAL MATERIAL

Haruko, Child of Japan. By Eva D. Edwards, Claremont City Schools, California, $1.12

This new forthcoming book on Japan for the third and fourth grades is an advance on any of the books so far published for children of those grades. Delightfully written, it gives a real look into the everyday life of Japanese children. The illustratons have been selected with a great deal of care.

Miss Edwards is one of the well-known educators in California. As teacher, principal, county rural supervisor, and city supervisor she has always made an impression wherever she has taught. This book is the result of a trip to Japan. Its content has been checked by competent Japanese, and it is authentic in all of its descriptions of life and customs.

Claremont City Schools, California

Over 35,000 teachers belong to the California Teachers Association

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   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
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   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
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   Recent accomplishments are:
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   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
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The integration of the study of the social sciences with that of the exact sciences is one of the newest developments with those advanced educators making new courses of study. The Harr Wagner Publishing Company is pleased to be able to recommend several titles they have recently published that have been written and edited with this new trend of education in mind.

I—CALIFORNIA BEGINNINGS, *By* LOLA B. HOFFMAN, *Bridge Street School, Los Angeles.*
A fourth grade book, beautifully printed, that gives a colorful picturization of the early Indian and Spanish life on the Pacific Coast. 235 pages. List, $1.50.

II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

III—EARTH AND SKY TRAILS, *By* FREDERICK H. SHACKELFORD, *Supervisor of Elementary Science, City Schools, Pasadena, California.* 224 pages. List, $1.00.
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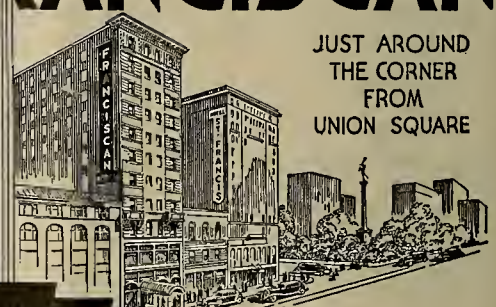

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THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

Aurora Esmeralda (Ella Sterling Mighels) passed away on Monday, December 10, 1934. Mrs. Mighels was 81 years of age. She began her literary career as associate editor of *The Golden Era* in 1881. Her work was that of art critic, book reviewer, and society reporter. Her greatest literary contribution was "The Story of the Files," now a rare book which sells at $15 per copy. "Literary California," published by the Harr Wagner Publishing Company, price $5, attracted the attention of the California Legislature and was instrumental in giving her by official resolution the title "First Literary Historian of California." Her last book, also published by the Harr Wagner Publishing Company, was entitled "The Life and Letters of a Forty-Niner's Daughter." These books are of rare value and are entitled to a prominent place in any reference library.

Mrs. Mighels' definition of a California writer was as follows: "A California writer is one who was born in California or reborn here." Her activities gave her a full and complete life. She lived in San Francisco, New York, and London. She was a woman of very definite and dominating ideas in dress, in social contacts, in expurgated literature, in temperance. She frequently had the children make a bonfire and burn books that did not meet with her approval. Her "His Breed Is Here!" is a vibrant type of her work:

Do you tell me that the pioneer is gone?
No longer is he here
With all his powers of mighty men
To reconstruct, and make it clear
That a giant man has passed this way
To rule the rivers and the face
Of Nature with his splendid sway—
To make a road through mountains
And a bulwark 'gainst the sea,
To create a glorious empire
For children yet to be!
You tell me he grew feeble
And fell into the grave,
And now there's no one
Left to save
Us from the greed of gold
That would rob us of that grave?
No,
I tell you, you are mistaken,
For his spirit is very near—
He hath not left us quite forsaken—
For, lo! his breed is here!

Her "Vale" is typical of her philosophy. There is a note of pathos in the phrase "another night."

Another day—thank God,
The sun is smiling o'er the eastern slope,
The busy stir of men has just begun,
And cometh once again, the new-born Hope—
Another day!
Another night—thank God,
The moon is peeping o'er the distant hill,
The drowsy hum of voices now dies down,
The busy looms are still—
Another night!

1935—On January 1, 1935, we will welcome the new year. The millions who were fed by federal, state, and municipal aid during 1934 will appreciate the hangover from the Christmas that dates back to Bethlehem. Social justice is a greater part of our government than ever before. We are glad that we were permitted to live in the days of fierce competition when the dollar was the goal of the majority of men and women. We have passed the peak of competition and are now being airplaned in the direction of social readjustments.

The N. E. A.—The officers of the National Education Association are now making definite arrangements for two big meetings. The first will be the Department of Superintendence, from February 23 to 28, in Atlantic City, N. J. The United States Commissioner of Education, J. W. Studebaker, will present the yearbook to the convention and will act as moderator of the panel discussions. President Oberholtzer is arranging the general program. The elementary school principals are also planning special programs. The general meeting of the N. E. A. will be held in Denver from June 30 to July 5 under direction of Henry Lester Smith, president of the association and dean of the School of Education, Indiana State University. Thousands will attend.

Elmer Ellsworth Brown, chancellor emeritus of New York University, passed away November 4, 1934. Doctor Brown has identified for a number of years with the educational work in the State of California. He organized the department of education, University of California, and was a member of the State Board of Education. He was a popular lecturer at county institutes and was the author of "The History of High Schools in the United States." He was appointed United States Commissioner of Education, to succeed Doctor W. T. Harris.

R. D. CASE AND THE PLATOON SCHOOL

One of the foremost exponents of the platoon school in California and in the United States is R. D. Case, Superintendent of City Schools, Salinas. Mr. Case's advocacy of the platoon system goes back to his study of that system of education when he was working for his doctor's degree at Stanford University. While there he made an exhaustive study of the platoon school and became thoroughly convinced of its value both from its educative as well as its financial set-up. The result of these investigations have been published in book form by the Stanford University Press under the title of "The Platoon School in America."

The Salinas city schools for several years now have been operating under the platoon system. Both Mr. Case and his teachers feel that the plan has been a great success. Mr. Case claims that $8000 per year was saved by inaugurating the system in two of the city's schools. Superintendent Case as an exponent of the platoon school is called upon often to explain its workings at conventions and meetings. His writings for periodicals upon the subject also are extensive.

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XL, No. 12 | SAN FRANCISCO, DECEMBER, 1934 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

WITH THE COMING of the rains most timely in October, November, and December, California has taken on a new life and appearance. From the Siskiyous to the hills of Tia Juana, California is a sea of green. Grass is a foot high and the sheep and cattle upon the San Luis Obispo hills and upon the steep slopes back of Mission San Juan de Capistrano have already the sleekness of late spring. Hills and valleys parched by drought, dry and gray and drawn, now have come to life and the mustard and the radish are almost in bloom. The poinsettas that color in their brilliance the streets of San Diego, Anaheim, Fullerton, Los Angeles, Ventura, and Santa Barbara are already part grown with eight to ten-foot stems. The orange groves are full of golden fruit. With the holding off of frost the rose bushes are having another burst of bloom. These things do affect people. There is a feeling that better times are ahead. There is more activity, and if we do not read or believe statistics we are on the way to more prosperous times.

C. L. GEER, district superintendent of schools of Coalinga, has had and is having the privilege of working in a region one of the most interesting geologically in the world. Coalinga, lying midway on the western slope of the San Joaquin valley, is an oil town that for the last thirty years or more has had its ups and downs. It is in the ups now. Drilling is going on in the Lost Hills section, south of Coalinga, where ten wells, if permitted to produce to capacity, could provide the needs of the United States in oil. The Coalinga region is one of intense geologic interest. Just think of a place where you can send out your high-school pupils on a project to bring in mastodon tusks and skulls, petrified trees, and oyster shells the size o the lid of a ten-gallon pail.

In such an environment Mr. Greer has worked since 1910 and for the past twenty years he has been head of the Coalinga Union High School. In 1910 there were forty children in the high school. Now there are 719 in junior high school, high school, and junior college and 595 in the elementary schools.

What has made Mr. Geer's success so distinctive is the fact that he is an individualist, who believes in training each child according to his own abilities. In his work of more than two decades at Coalinga he has been enabled to make these ideas work. In athletics, in scholarship, in man and woman building, he has made more than an ordinary mark. He has given his pupils an opportunity to grow.

Upon the fourteen-acre campus of the Coalinga Union High School now there is much building activity. Due to a bond issue and P.W.A. and S.E.R.A. projects improvements are now being made that will add tremendously to the usefulness of the plant. The original high-school building of 1910 has been razed and a new $150,000 structure is being built in its place. This building will have twelve classrooms, music-room, science laboratories, domestic science laboratory, and cafeteria. Of interest is the fact that W. J. Ochs, Fresno contractor, who erected the first building twenty years ago, is the contractor in charge of the present work. The building is being constructed of reinforced concrete following the recent state earthquake safety requirements.

Another unit of practical importance is the construction of a $56,000 swimming pool. The pool is 45x110 feet in size and has as its equipment dressing-rooms, laundry, and the latest type of a filtering and sterilizing plant. In addition, there are eight tennis courts being built of Calorock.

Other new construction within the past several years has been that of a $55,000 gymnasium which contains one of the three largest playing floors in the state. Also, the new junior college building, costing $18,000, which is called the Coalinga Extension Center, Fresno State College, is actively used by 100 day students and 65 night students. Another interesting unit was that of a new kindergarten built this summer on a site separate from that of the high school or elementary schools. This building cost $6500 with site and handles 58 pupils in two sections.

The fine arts, especially music, are stressed by Mr. Geer. For the past fifteen years Mr. Greer has seen to it that a memory course has been given in music in the grades five, six, seven, and eight. A large number of instruments are owned by the school and used by the pupils. In one school 55 out of 118 pupils take instrumental music. Among these are 16 violins; cello, flute, clarinet, cornet, 9; trombone, 4, drum, etc. In the memory course 100 pieces are studied and played during the four years. Medals are given for those who are high in tests in remembering the selections. The present elementary music program is now in the hands of Clarence Heagy, who is continuing the fine work of the past years.

TEACHER INSTITUTES, city and county, have run their usual course this fall. The tendency in many cities and in some counties has been to do away with the usual week or three-day session and to break the institute up into sessions held throughout the fall term. Los Angeles County in particular, under the direction of Mrs. Lorraine M. Sherer, director of curriculum, scheduled some 125 meetings from October 20 to December 19. While teachers were required to attend six of these meetings scheduled for the Los Angeles County teachers, practically all of them attended more than the minimum sessions. The analysis of the 125 meetings shows that many of the sessions were designed to teach teachers specifically to do things such as make books, block prints, pottery, first steps in gardening, etc. Other sessions were trips to places that would give experiences of seeing how the world's work was done. Cultural subjects had their place. On each Saturday was scheduled a lecture by an expert on a topic of present-day interest, primarily of current political import.

THE MEETING of the California Teachers' Association, Southern Section, was held in Los Angeles on December 14 and 15. With two general sessions and numerous section meetings that ran

into the next week to December 20, a large number of Southern California teachers were in attendance, though the program was not as full as has generally been the case in previous years. In the session Friday evening, December 14, the main speaker of the evening was Adamantios Th. Polyzoides, publisher of the New York *Tribune*, New York City, who gave an address on "Can Democracy Survive Communism, Fascism, and Hitlerism." In the Saturday general session the main address was given by Miss Daisy Lord, president, department of classroom teachers of the National Education Association. Miss Lord spoke on "New Ideals in Education."

THE LOS ANGELES City Teachers' Institute was held Monday, Tuesday, and Wednesday, December 17, 18, and 19. This institute took on the characteristics of those of previous years, which had developed into one of the most outstanding in the United States under the hand of Assistant Superintendent Robert H. Lane. Due to last summer's reorganization of the Los Angeles school system, Mr. Lane was assigned to a district superintendency and V. P. Maher, director of special assignments section, was placed in charge. Mr. Maher, with his remarkable ability for organization, continued the scheme as developed by Mr. Lane and gave the city teachers one of the best programs of recent years. With general sessions, banquets, luncheons, teas, section meetings, plays, oratorios, concerts, the days were well filled. Instead of a three-ring circus, the general session program was raised to five meeting places—Bible Institute Auditorium, Philharmonic Auditorium, Polytechnic High School Auditorium, Hollywood High School Memorial Auditorium, and Bovard Hall, Administration Building, University of Southern California. With these five places in use at the same time, all of the 11,000 Los Angeles teachers were accommodated.

Upon the general session programs there were six outstanding speakers, including such well-known educators as Doctor H. E. Hendrix, State Superintendent of Public Instruction of Arizona; Doctor E. C. Lindeman, the New York School of Social Work; Doctor Harold Rugg, Teachers' College, Columbia University; Doctor Frederick H. Koch, Kenan, Professor of dramatic literature, the University of North Carolina; Professor Allardyce Nicoll, chairman of the department of drama, Yale University, and Edward Davidson, English poet and critic.

The tenor of the various fine lectures of the main speakers can be summarized in that those of Doctors Koch, Nicoll, and Davison were excellent presentations of highlights of certain aspects of literature, while those of Doctors Rugg, Lindeman, and Hendrix exphasized education and life in its present flux.

Of the many section meetings, that of the California history section was more than of unusual value in that Philip Johnston, lecturer on Indians and California history, Los Angeles, gave three fine lectures on "Gold and the Argonauts," "My Friends the Navajos," and "California's Desert Hinterland."

More than usual emphasis was laid upon the adult education section meetings, due to the fact that Howard A. Campion, assistant superintendent, Los Angeles city schools, is heading up that work now in the Los Angeles system.

FRESNO and Madera counties and Fresno city, coöperating with the California Teachers' Association, Central Section, held their annual institute Thanksgiving week—November 26, 27, 28—in the city of Fresno. An interesting program had been arranged by Superintendent O. S. Hubbard of Fresno city and Clarence W. Edwards of Fresno County and W. L. Williams of Madera County schools. The meetings were held almost entirely in the Fresno High School plant. The corridors of this building had been made unusually attractive with an exhibit of the art and project work of the Fresno city schools.

Prominent speakers on the program included Arthur Gist, president of the Arcata State Teachers' College; Doctor Ethel Percy Andrus, principal of the Lincoln High School, Los Angeles; Doctor H. F. Swartz, president, Pacific School of Religion; Doctor David P. Barrows, professor of political science, University of California; Willard E. Givens, president,

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The manner of scheduling of the general session programs is worth a most favorable comment. Only one main speaker was scheduled and time was given for corridor and book and commercial exhibit visits.

The thirteenth annual session of the North Coast Section of the C.T.A. was held in conjunction with the state elementary principals' conference and the state secondary principals' conference and the joint institutes of Mendocino and Humboldt counties at Ukiah on November 19, 20, and 21, 1934. This meeting, generally held at the first of the school year, was postponed to this date on account of an epidemic. With rain as a harbinger of good cheer, the teachers some 600 strong came in from mountain top, coast, and valley. And we mean mountain top, coast, and valley—a stretch of country some two hundred and fifty miles by a hundred miles or more, in which is some of the most beautiful country in California of redwoods, valleys, and a wave-beaten coast. We can not get much enthused over the arduous work of the city teacher living on city pavement, but we can of the teachers of our mountainous counties who still fight frontier conditions, and with whom in winter horse and saddle is modern locomotion.

With Fred D. Patton, Superintendent of Mendocino County, and Mrs. Bertha Murray of Humboldt County in charge, the sessions were of interesting import. Miss Helen Heffernan, chief, division of elementary and rural schools, State Department of Education, in her speech on the "Spirit of Youth," made what was considered the outstanding talk of the Institute. Arthur Gist, president, Humboldt State Teachers' College, Doctor Frank Hart, University of California; Mrs. Lillian Hill, chief, bureau of mental hygiene, State Department of Education; Doctor John Butler, San Francisco State Teachers' College; Doctor P. Victor Peterson, San Jose State Teachers' College; George Berry, director, Junior Red Cross; Honorable George Hatfield, Lieutenant Governor-elect; Walter Hepner, division of secondary education, State Department of Education, were on the program.

The meetings were held in the new Ukiah High School building, which was admirably suited for the purpose, and Principal Charles Fulkerson and his faculty did everything in their power to make the institute a success. A book exhibit was held in the large domestic science room, and with some twenty or more exhibitors present the exhibit proved one of the most successful of several years. The bookmen were in the limelight, as Ritchie Smith of Ginn & Co. was on the program and entertained with several songs, enthusiastically received. Bookmen and ladies present included: American Book Company, Philip P. Maxwell; Ginn & Co., Ritchie Smith; Houghton, Mifflin Company, R. H. Loomis; Laidlaw Brothers, Mr. and Mrs. R. E. Laidlaw; Macmillan, Lester Walker; Rand, McNally & Co., Charles W. Beers; Scott, Foresman & Co., A. H. Goddard; Silver, Burdett & Co., E. R. Colvin; John C. Winston Company; World Book Company, David Jones; Harr Wagner Publishing Company, W. M. Culp.

Hotel and corridor sessions were of their usual brilliance, with such men in action as Roy Good, R. V. Lawson, and J. S. Cotton of Fort Bragg; Charles Fulkerson and William Chessall of Ukiah; A. O. Cooperrider of Arcata, and the dean prognosticator of them all, George B. Albee of Eureka.

W. L. Williams, Superintendent of Madera County schools, who turns over his office this January to his successor, H. L. Rowe, has been thirty-two years in the teaching field. Included in this record are his two terms as Superintendent of the Madera County schools and eighteen years as head of the Madera city grammar schools.

E. E. Westerhouse, district superintendent of the Arcadia grammar schools, last fall had the largest enrollment in his schools of record. The fact that the new Arcadia race track is located within the city has caused quite a growth. Of much

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interest is the fact that after several elections the voters have finally approved a bond issue of $45,000, which is to be used to bring the city's school buildings up to earthquake specifications. Paul Kingsbury of Los Angeles, architect, is drawing the plans. Work is scheduled for commencement some time in January. The plans call for the modernizing of the present main Arcadia school rather than the building of an entire new structure.

THE SAN GABRIEL grammar schools, under Robert Bruce Walter, have this year been subjected to an intensive program in both reading and arithmetic. Progressive reading tests have been given from grades 2A to 8. As a result the pupils have been placed in reading groups in accordance with the results of these tests. The same procedure has been carried out with the progressive arithmetic tests.

This past summer Mr. Walter attended the school building administration course of John A. Sexson, Superintendent of the Pasadena city schools, which he gave at the University of Southern California. As a result of this course Mr. Walter has worked out a problem for the rebuilding of the Lincoln School of the San Gabriel system, which may be undertaken in the future.

Effective 1934, the San Gabriel grammar school district has gone back into the Alhambra high school district. The voters several years ago voted to have a separate high school for their children in San Gabriel, but they subsequently turned down every bond issue to build a high-school building, so they were logically forced to go back to their previous arrangements of being part of the Alhambra high school district.

THE LOCATION of the San Luis Obispo High School is one of particular beauty, as it lies against the hills in the background and looks over the town. Under the guiding hand of Charles E. Teach, City Superintendent of Schools, it is being made into a show place of the city and into one of the most attractive high-school plants in California. Under C.W.A. projects, three tennis courts are being added and the girls' playground is being turfed. A permanent football field and track is to be built also. These things are being accomplished from the expenditure of a C.W.A. project of $20,960. Last year a central paved approach was made to the main school building, and with the completion of the present plans the high-school grounds will take on the look of groomed permanance.

MRS. ADA NELSON, district superintendent of the Los Nietos School, Los Angeles County, is considering a bond issue of $12,000, which with S.E.R.A. labor will be used to strengthen their new school building according to state earthquake standards.

HOWARD N. TANNER, district superintendent of the Clearwater grammar schools, has had his Lincoln School totally repaired by the expenditure of $30,000 received under the provisions of the Green bill. In the new building provision was made for a very attractive and modern auditorium. The repairing of the Roosevelt School is expected to start shortly. This building will be reconstructed out of tax money and S.E.R.A. labor.

JOHN R. HOADLEY, principal of the Perris grammar school, commenced school this year in a building completely renovated this past summer by S.E.R.A. labor. A new roof, new plaster, and arrangements for a cafeteria were part of the improvements. The attendance is up to 220 pupils—the largest in the school's history. The activity work of the school is of high standard. The projects on California are of great interest. Last year, under the leadership of David Connell, a replica was made of the San Luis Rey Mission, built to scale. This year the program calls for the building of the State Capitol building at Sacramento to scale. Another unit of work is a 7½x8-foot map of California, upon which will be placed pictures showing the things of interest in the different parts of California.

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ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION

Editor's Note: One of the most significant steps the California school people have taken in recent years is the formation of the Elementary School Principals' Association. Miss Helen Heffernan, chief of the Division of Elementary Education, has worked untiringly in behalf of the State Department to promote the organization, which was a much needed one and which should contribute to the steady progress of education in this state. The following report from Miss Florence D. Mount, secretary of the association, gives a résumé of its activities since its formation:

The California Elementary School Principals' 'Association was organized May 7, 1927, and in March, 1929, the five sections reported a membership of 269. There are now six sections and last year's membership totaled 857. It is the hope of the organization to exceed that number this year.

As the association has grown in membership, so has it grown in ability to broaden the scope of elementary education and to help its members with their problems of administration and supervision. Six yearbooks have been issued, under the following titles: 1. Classification of Pupils. 2. Pupil Rating. 3. The Activity Program. 4. Professional Responsibility. 5. Supervision. 6. The Elementary Principal and Public Relations (1934).

The yearbook planned for this year is entitled "Leasure, Loafing, and Living." The plan at present is to try to put it into the hands not only of California elementary school principals, but also into the hands of elementary school principals throughout the United States. O. W. Bardarson, principal of Sunset School at Carmel, Cal., is the editor, and he and his committee have undertaken a work that will prove an invaluable addition to any educator's library.

One of the outstanding features of the work of the California Elementary School Principals' Association is the regional, or section, conference. This is a joint meeting of the particular section and the State Department of Education. Whenever possible, these meetings are attended by Honorable Vierling Kersey, State Superintendent of Public Instruction; Miss Helen Heffernan, chief of the Division of Elmentary Education and Rural Schools, and Mrs. Gradys Potter, Miss Heffernan's assistant. At least one of these people is always in attendance. These conferences take the form of panel discussions, with a discussion leader opening the subject with a brief talk, followed by the question and answer method by a previously chosen panel, then open discussion from the floor. Last year some of the following subjects were discussed at these meetings: Problems of the Elementary School; How the Elementary Principal May Create an Educational Understanding in His Community; How the Elementary Principal May Interpret His School to the Community; Group Teachers' Meetings; Parent-Teacher Relationships; Individual Conferences With Teachers; Fathers' Councils; Treatment of the Maladjusted Child; Demonstration teaching. (This was actual demonstration in the Santa Ana (California) schools. All grades from first through sixth were offered, under well chosen teachers. The visiting principals, of whom there were over 600, were assigned to certain schools to avoid overcrowding. The day was a wonderful success.)

Section meetings so far this year have been held at Modesto, Sacramento, San Diego, and San Jose, the subjects discussed being: Home and School Relationships, Science in the Elementary School, Report on the Elementary School Principalship in California, the Junior Red Cross, Remedial Reading.

Bibliography on the above subjects was sent each principal previous to the meeting, so that all might be prepared to take part in the discussion. At each of these meetings Miss Sarah L. Young, principal of Parker School, Oakland, and president of the California Elementary School Principals' Association, was an interesting speaker. Miss Young has enthusiasm and vision, and will lead California elementary principals into new fields of thought and action during the coming year.

Others who pointed the way to new and helpful thinking were Ray B. Dean, principal of David Lubin School, Sacramento, and one of the state directors of the association; Max Smith, District Superintendent of Merced and a member of the yearbook committee; Doctor J. Murray Lee, director of research, Burbank; F. E. Brolliar, principal of Leland Stanford School, Sacramento, and chairman of the committee on the study of the status of the elementary school principal in California; and Harley W. Lyon, principal of Luther Burbank and Henry W. Longfellow schools of Pasadena, one of the state directors and junior past president of the C. E. S. P. A.

In his final report at the end of last year President Harley W. Lyon stated that to carry out the purpose of the California Elementary School Principals' Association, which is "To promote the advancement of elementary education throughout the state of California," the organiation was pledged to—

1. Encourage the professional growth of every principal.
2. Assist principals to become better acquainted with their fellow workers in the cause of elementary education.
3. Urge the development of strong public relations programs in all schools.
4. Inform principals of our legislative situation to the end that the public schools may be continued unimpaired.
5. Increase interest of principals in professional organizations—national, state, and local.

Professional growth on the part of principals has been encouraged by—

1. Coöperation with the State Department of Education in the production of the *California Journal of Elementary Education.*
2. Publishing a yearbook devoted to a subject of vital interest and value to every principal.
3. Having a number of committees at work throughout the year on problems of the elementary school.
4. Holding many section meetings of a professional nature throughout the state.
5. Sponsoring study groups of principals.
6. In general, attempting to set forth the value and the necessity of professional growth of all principals in service.

Another helpful service rendered the elementary principals of California is the summer conference. Each summer the University of California coöperates with the California Elementary School Principals' Association in offering three-day conferences on subjects of vital interest in elementary education. One of these conferences is held on the Los Angeles campus and one on the Berkeley campus.

During the past year some excellent addresses have been listened to by the members of the C. E. S. P. A. These include:

"The Principal in the Progressive School," by Doctor Benton Fowler, head master of Tower Hill School, Wilmington, Del.

"Problems the Elementary Principal Faces," by Willard E. Givens, Superintendent of Schools, Oakland, and president of the California Teachers' Association.

"Problems Education Faced in 1933," by Herbert C. Jones, California State Senator.

"Elementary Reading," by Doctor Peter L. Spencer, Claremont Colleges.

"New Emphasis in Elementary Education," by Doctor Grayson N. Kefauver, dean of the Department of Education, Stanford University.

"Education in a Period of Economic Revolution," by Reynold E. Blight, former member of the Los Angeles Board of Education.

"The California Elementary School Principal," the official news bulletin of the California Elementary School Principals' Association, is now in its second year. Due to the large area of the state, this little magazine is very valuable in keeping the six sections in touch with each other.

The Hawthorne School in Oakland, of which Albert N. Benson is the principal, is a demonstration school for penmanship and music for principals and teachers in Oakland. Weekly demonstration classes are held. Also, special work for the oral deaf and crippled children is done in this school for the entire city, pupils coming also from Berkeley, Alameda, and San Leandro. University of California classes visit the school, as do the various service clubs.

Mr. Benson himself takes a special interest in libraries. He wrote his thesis for an M. A. at Stanford on "The Organization and administration of the Elementary School Library." The American Library Association has requested it be printed as a splendid contribution to the study of elementary school libraries. Mr. Benson is a Californian, a graduate of Chico State Teachers' College and of Stanford University, and has done more than a year's work toward a Ph. D.

George K. Anderson, district superintendent of the Brawley grammar schools, has for several years had his schools organized to carry out the unit plan of instruction, with much success by pupil and teacher.

DOCTOR EDWARD W. HAUCK

EDWARD W. HAUCK, Ph.D., life member of the National Education Association, corporate member of the California Society of Secondary Education, with twenty years' experience in business and educational administration in California, member Los Angeles City Board of Education, president Secretarial Training School, Los Angeles, author and lecturer—in short, some of the distinctive things that have outlined the career of Doctor Hauck.

His educational experience has been varied. He is a graduate of the University of Minnesota. He had done graduate work at Pomona College and Teachers' College, Columbia. His doctor's degree is from the Oskaloosa Christian College, Iowa. His first work in California was as acting professor of physics for a year at Pomona College. From there he accepted the principalship of the Anaheim high school (1913–1916). Next he accepted the principalship of the Fullerton Junior College and High School (1916–1918). Then came war service. After the war we find Doctor Hauck three years as district superintendent of Siskiyou Union High School District at Yreka. Then comes eight years as principal of the Reedley High School and Junior College, where he was instrumental in building a $500,000 plant. In 1930 Doctor Hauck bought into the Secretarial Training School, founded in 1925 by Mrs. Lee Rutherford primarily as a coaching school. After a few months Doctor Hauck decided he wanted to own the whole school, so he purchased all the rights from Mrs. Rutherford.

During the past four years Doctor Hauck has been building up a school well thought of in business training circles. His students are more mature than those of the average school, as he does not try for the high-school graduate trade. Doctor Hauck's placement of his graduates is one of his features. He has been unusually successful in this field.

The Secretarial Training School gives courses in secretarial training, stenography, bookkeeping, typewriting, as well as shorter courses. More emphasis has been laid lately upon the accounting courses. One of the new courses includes that of a court-reporting class called the Gregg shorthand speed class, in which the method of training is the same as that used in training world champions. This year courses in French, Spanish, Russian, and German have been added.

On top of the presidency of his secretarial school Doctor Hauck has taken interest in civic affairs. Since July 1, 1933, he has been a member of the Los Angeles City Board of Education, where his knowledge of school affairs has been most valuable. He has aided in the reorganization of the Los Angeles school system, which is now going on under the direction of Doctor Willard S. Ford, deputy superintendent, and Doctor Osman R. Hull of the University of Southern California.

The location of Doctor Hauck's Secretarial Training School is No. 808 South Vermont, a very accessible point right out of the metropolitan area.

THE CASTRO VALLEY grammar school, under District Superintendent A. B. Morris, this past summer was improved by the expenditure of $5000 and S.E.R.A. labor. The school building was refinished inside and out. A new library-room, a sewing-room, and one classroom were finished for use.

JAMES C. WASLEY, district superintendent of the Alvarado grammar school, had an a.d.a. this year 30 to 35 greater than ever before in the history of the school.

GUY A. WEAKLEY, Superintendent of the El Centro grammar schools, this year shifted from semi-annual to an annual promotion base. This was done after a thorough testing of the pupils' abilities and taking into consideration their psychological ages and attainments. The shift was made without difficulty. The El Centro system is well adapted for carrying on a fine educational program. There are two primary schools (grades 1–4, inclusive), one fifth and sixth grade school, one seventh and eighth grade building, and one school for colored and Mexican children and kindergarten through eighth. The program of educational tests and measurements that was used as a basis of regrading upon the annual basis are being used also by each teacher to keep a check upon the attainments of each pupil. Each teacher will add yearly to this record. There are at present some 1600 pupils enrolled in the El Centro schools and fifty teachers in charge.

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HARR WAGNER, EDITOR

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PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

SCHOOL PRINCIPALS AND SUPERINTENDENTS CONFER

A conference of elementary school principals and district superintendents was held at the St. Claire Hotel, San Jose, on Saturday, November 10. Miss Helen Heffernan, chief of the division of elementary education and rural schools, was the presiding officer. Two subjects were considered, with a discussion panel following. The first was on "Home and School Relationships," by Mrs. E. K. Strong of the California Congress of Parents and Teachers. The discussion panel was made up of the following principals: Mrs. R. C. Cartmel, president, San Jose City Council, California Congress of Parents and Teachers; Arthur French, vice principal, Martinez Junior High School, Martinez; Mrs. J. W. Bingham, fifth vice president, California Congress of Parents and Teachers; W. J. Peters, principal, Hester School, San Jose; Mrs. Ralph E. Sanders, president, Sixth District, California Congress of Parents and Teachers; Alice Walsh, principal, Rincon School, San Francisco; Beecher Harris, principal Whittier School, Berkeley.

The second subject was "Science in the Elementary Schools." Doctor P. Victor Peterson, head of the Natural Science Department of the San Jose State College, gave the address, and the discussion panel consisted of the following principals: Jeannette Barrows, principal, Hillside School, Berkeley; J. M. Bryan, principal, Lincoln School, Alameda; E. V. O'Rourke, principal, Cotati School, Cotati; Robert B. Kennedy, principal, Willow Green School, San Jose; Cicely O'Connor, principal, Alvarado School, San Francisco; Mrs. Irene Spencer, principal, Pleasant Hill School, Walnut Creek.

A very fortunate occurrence was the presence of Doctor E. Lawrence Palmer of Cornell University. Miss Heffernan had heard that he was arriving in San Francisco the morning of the conference, and with much telegraphing and telephoning she suceeded in getting him to come and talk at the meeting. He delighted the audience, which was particularly interested in science. One point that he made which seemed to have impressed itself upon the minds of all who heard him was that we should begin our study of science in the elementary schools, by teaching the child about the things *in his own back yard.*

A luncheon meeting followed the morning program. R. W. Kretsinger, principal of the Luther Burbank School of Oakland, gave a report on "The Status of the Elementary School Principalship in California."

Vallejo and Napa were well represented. J. D. Henry, supervisor of the Napa City Schools and principal of the Lincoln School, and D. T. Davis, principal of the intermediate school, were present. Vallejo sent several principals, among them Miss Annie Pennycook, Miss Lovina Bushnell, and Mrs. Elizabeth McCudden.

Quite a large delegation of principals and several teachers were present from San Francisco. Among them were Miss Carrie Daly, Miss May McCarthy, Miss Elizabeth Hauselt, Miss Charlotte Estes, Miss Anita Beckman, Miss Mary O'Connell, Miss Susie Ward, and Miss Pauline Des Roches.

Miss Bertha E. Roberts, deputy superintendent in charge of elementary schools of San Francisco, attended both the conference and the luncheon meeting, and two San Francisco principals, Miss Cicely O'Connor and Miss Alice Walsh, took part in the discussion panels.

Alameda was represented by Miss Mabel Dye, in charge of publicity for the Bay Section of the California Elementary School Principals' Association; Miss Lou Thompson, principal of the Versailles School, and Miss Orizaba Harris, teacher in the Lincoln School. J. M. Bryan, principal of the Lincoln School, took part in the discussion panel on science in the elementary schools.

SCIENCE GUIDE

A committee consisting of representatives from the science departments of the State Teachers Colleges met in San Jose on November 8 and 9 to consider plans for future issues of the *Science Guide for Elementary Schools.*

The preparation of material for these bulletins issued monthly by the State Department of Education has been the responsibility of this committee. Three numbers have been distributed to the schools to date, namely: Number I, "Suggestions to Teachers for the Science Program in Elementary Schools," by Leo F. Hadsall, assistant professor of biology, Fresno State Teachers' College; Number II, "Pets and Their Care," by Harrington Wells, Professor of Science, Santa Barbara State Teachers' College; Number III, "Common Insects," by Vesta Holt, professor and head of department of biological science, and Lloyd G. Ingles, associate professor of biology, Chico State Teachers' College. Others to follow are: Number IV, "Sky Study"; Number V, "Weather"; Number VI, "Trees"; Number VII, "Frogs, Toads, and Salamanders"; Number VIII, "School and Home Gardens"; Number IX, "Birds"; Nnmber X, "Snakes, Lizards, and Turtles."

Plans for a five-year program for the *Science Guide for Elementary Schools* were made and responsibilities for the preparation of materials were indicated by the committee members.

W. I. Hutchinson of the United States Forest Service met with the committee and spoke briefly relative to the need of emphasizing the conservation of natural resources.

A program of activities to be undertaken by schools and communities during a proposed State Conservation Week (March 3 to 9) were outlined. The committee members suggested qualified individuals to prepare materials for a bulletin for use in promoting conservation projects during the week indicated. Close coöperation with the Garden Club of California in all activities relating to State Conservation Week was assured.

A spring meeting of the committee at Fresno to present materials for the *Science Guide for Elementary Schools* for 1935 was agreed upon. A general conference of teachers, administrators, and supervisors on problems of science teaching in the elementary schools was to be called on the day following the committee meeting. Those present were: T. W. MacQuarrie, Gayle B. Pickwell, Karl S. Hazeltine, Carl Dudley Duncan, Oscar Leo Brauer, Fred Earle Buss, P. Victor Peterson, San Jose State Teachers' College; Robert D. Rhodes, Stanford University; Leo B. Hadsall, A. E. Culbertson, George W. Graves, Fresno State Teachers' College; Harrington Wells, Santa Barbara State Teachers' College; Vesta Holt, Lloyd G. Ingles, Chico State Teachers' College; Lea Reid, Edith A. Pickard, San Francisco State Teachers' College; Belle L. Dickson, Humboldt State Teachers' College; W. I. Hutchinson, Forest Service, U. S. Dept. of Agriculture; W. T. Skilling, San Diego State Teachers' College; Fred G. Anibal, Stanford University; Ivan R. Waterman, Helen Heffernan, Gladys L. Potter, State Department of Education.

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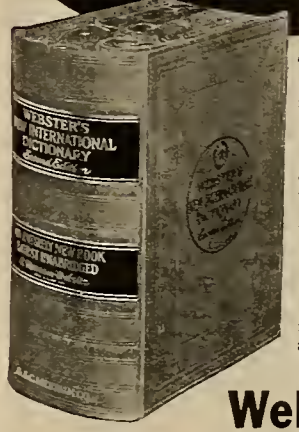

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WESTERN SCHOOL NEWS

THE GENERAL COUNCIL of the California Teachers' Association met at Hotel Biltmore, Los Angeles, on December 7 and 8. There was a large attendance of prominent educators of the state. The council gave very careful consideration to the various suggested legislative measures, including tenure, to be acted upon by the next session of the Legislature. Assistant Superintendent Arthur Gould of Los Angeles, Superintendent Walter Bachrodt of San Jose, Superintendent David E. Martin of Alameda County, Superintendent C. B. Collins of Imperial County, Deputy Superintendent Sam Cohn of the State Department of Education, and others took part in the various discussions. Willard E. Givens presided over the meeting and Roy W. Cloud acted as executive secretary. In view of the fact that Mr. Givens has been appointed secretary of the National Education Association, with headquarters in Washington, D. C., he handed in his resignation to take effect on December 20. John A. Sexson, Superintendent of Pasadena schools, was chosen to take Mr. Givens' place as president of the executive board, and Walter T. Helms, Superintendent of Richmond schools, was chosen as a member of the board to replace Mr. Sexson. This was a very important meeting in view of the fact that the coming Legislature will be asked to consider many measures affecting education due to changed economic conditions.

LOS ANGELES COUNTY is presenting a program of unusual interest for elementary and secondary teachers in connection with the County Institute. Superintendent A. R. Clifton is general chairman and is assisted by Lorraine Miller Sherer, elementary chairman, and C. C. Trillingham, secondary chairman. Institute meetings are held from time to time between October 20 and December 30. December 17 to 21 is designated as Institute Week. Six sessions constitute the maximum required attendance for which payment may be made. The county is divided into a number of districts, and the meetings differ in type. Field trips are provided, and observation of expert teaching, laboratory courses, and a course in old American folk dancing are among the features. The directory of speakers requires two and one-half pages in the program book. Among the speakers are: Honorable Vierling Kersey, Doctor Tully Knoles, Robert H. Lane, Helen Sue Read, Doctor Harold Rugg, Ethel Salisbury, Corinne Seeds, Lorraine Miller Sherer, Doctor C. C. Trillingham, Doctor Charles C. Waddell, Harr Wagner, George C. Bush, A. R. Clifton, and Doctor William B. Featherstone. The programs are well arranged and the teachers enjoy the innovation of the new plan in working out the institute problem.

DOCTOR GEORGE C. MANN, chief division of adult and continuation education for the state, has recently appointed Doctor Grover Cleveland Hooker, Ph.D., Stanford, as the first director of teacher training under the emergency education program in the United States, California having taken the lead in creating this post.

For the past five years Doctor Hooker has held the position of assistant profession of education and director of teacher training at Stanford. Prior to that he was professor and executive head of the department of education and psychology, Millsaps College, Jackson, Miss., for two years. He has also been assistant superintendent of schools, Jackson, Miss., and Superintendent of Schools in Arvada, Colo. This educator brings to his new job a plan for teacher training for emergency education teachers that will be immediately put into effect.

THE CALIFORNIA SCHOOLMASTERS' CLUB annual dinner, to be held at the Western Women's Club, 609 Sutter Street, San Francisco, at 6:15 o'clock, is in honor of Willard E. Givens and Doctor Lester Smith, president of the National Education Association and dean of the School of Education, Indiana University. Clyde S. Yerge, secretary–treasurer, 1025 Second Avenue, Oakland, and John C. McGlade, deputy superintendent in charge of high schools, Civic Auditorium, San Francisco, are in charge of arrangements. Price of dinner, $1.25 per plate.

AS THE SEASON for travel approaches, many teachers and others are planning trips. Mr. and Mrs. John R. Hunt of Los Angeles are planning a summer vacation trip to Honolulu, Japan, and China. Mr. Hunt is assistant in the office of the Los Angeles County Superintendent of Schools since 1921. Mrs. Hunt has been prominent in club work in Los Angeles for many years. She is now president of the Schubert Wa Wan Club, one of the largest cultural clubs in the West. Mrs. Hunt is a well-known pianist and radio artist. The tour will be conducted by Mr. and Mrs. Hunt. Those who traveled with them to Europe last year are convinced that it is an exceptional privilege to travel with Mr. and Mrs. Hunt on account of their knowing so well the most interesting points to visit. If you are interested, write to the D. F. Robertson Travel Bureau, 408 South Spring Street, Los Angeles, Cal.

ON THURSDAY, December 20, the Sequoia Club of San Francisco will give the first of a series of international dinners. It is to be an Egyptian dinner. Honorable Ali Foad Toulba, Egyptian Consul, and other prominent people will be guests of the club. Several typical Egyptian dishes will be served. Fritz Leiber, the Shakespearean actor, and Virginia Bronson, his leading lady, who will appear on December 24 at the Columbia Theater in Shakespear's plays, will be among the guests.

ROY CLOUD, executive secretary of the California Teachers' Association, and Vaughan MacCaughey, editor of the *Sierra Educational News*, have been conducting a publicity campaign in promoting public school education and kindred subjects. The history of education in California has appeared in more than two hundred papers in the state. Such reaction is a fine tribute to the California Teachers' Association and will have a direct influence in having proper consideration given to our present educational problems.

MRS. ARTHUR S. HEINEMAN, assistant superintendent of public instruction for California, is spending the three days from December 3 to 6 in Washington, D. C., as a participant in the meeting of American Association of University Women board members.

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Plans to bring the 1935 bienniel convention of the association to Los Angeles will be drawn up. Mrs. Heineman is director of the South Pacific section of the association, and will, therefore, be official hostess of the 1935 meeting.

The Teachers' Club Bulletin, published by the Santa Barbara Teachers' Club, is a very attractive magazine. The Superintendent's Corner, conducted by Curtis E. Warren, has a fine consideration of the goals of a new educational program. This article appears in the December issue.

Tom Brown, formerly school administrator and now journalist and publicity expert for Western Pacific, has prepared and published an attractive booklet on Spanish and Indian place names of California. Write to Tom Brown, Western Pacific, Mills Building, San Francisco, and he will send you a copy free. The book is authentic and worth while.

There is an old saying that "you cannot keep a good man down." Con Davis the new principal of Webster School, San Francisco, has served a long apprenticeship as teacher and vice principal. Mr. Davis has always been active in the promotion of teacher organizations, in the promotion of school legislation, and in the promotion of the welfare of the children. He is not only a good school man, but a good citizen.

David Rhys Jones recently completed a tour of Lancaster and vicinity. He carried the message of education to fifteen different groups. His educational addresses were delivered under the direction of Deputy Superintendent W. J. Cagney of Lancaster.

Charles C. Hughes, Superintendent of Sacramento city schools, recently wrote an interesting Thanksgiving address and had the teachers coöperate with him 100 per cent in pledging their support to the Constitution, the Flag, and then loyalty to our country and gratitude for the many rights and privileges we enjoy under our present form of government.

Every one interested in adult education will be interested in the "Annotated Bibliography on Adult Education" being printed under direction of George C. Mann, chief division of adult and continuation education of the State of California.

Prepared by Doctor William M. Proctor, professor of education at Stanford University, with the aid of a grant from the American Association for Adult Education, the biblio is complete and up to date.

"In addition to being complete and well classified as to fields, countries, books, periodicals, etc., the best and most serviceable feature," Doctor Mann points out, "is that the majority of the books and articles are carefully and completely annotated. In fact, this feature is so complete that one can really get the gist of a complete library on adult education in this one biblio of approximately 170 pages."

Now being printed in Los Angeles through courtesy of Assistant Superintendent H. A. Campion and the Frank Wiggins Trade School, the biblio will be ready for distribution about January 1.

BOOK REVIEWS

R. T. Neideffer, Director of Elementary Education, Bakersfield City Schools

Arithmetic Study Cards, by R. T. Neideffer, Director of Elementary Education, Bakersfield City Schools, California. Published by Southern California School Book Depository, 1027 North Highland Avenue, Los Angeles. Price, 35 cents.

The use of cards for learning number facts have for years been considered invaluable. Their effectiveness has been determined experimentally. When a person can devise a set of cards only twenty in number, on which 390 number facts are made available in useable form to the learner, that in itself is a very valuable contribution to education. R. T. Neideffer, director of elementary education for the Bakersfield city schools, has devised such a set of cards.

As devised by Mr. Neideffer, by the use of these cards the child may study, test and restudy the number of facts. The cards are equally effective for first learners, drill for speed and accuracy, and review. The cards are 3½x6 inches in size and contain two rows of combinations on each side of the card. The "front side" are without answers. The other side of the card contains the same combinations with the answers. To find a combination with its answer the pupil, when studying the front side, holds the card at that position between the thumb and finger and reverses, turning endwise. The combination and its answer is on the opposite side in the same position. In order to simplify the use of the cards a different color is used for the cards of each process. This grouping of combination number facts is an effective way of breaking up the task into small units of learning the fundamentals of addition, subtraction, multiplication, and division. The publishers state that this reduction of the number of cards from three hundred and ninety to twenty reduces the difficulty of administering the material to 5 per cent of that experience with the use of other cards. They state that the cost of their cards in quantity lots is between 10 and 15 per cent of the cost of other material attempting to teach the same facts.

These cards have been the result of years of experience gained by Mr. Neideffer from teaching in the elementary classroom reading and arithmetic. The thoroughness of Mr. Neideffer in his work was recognized several years ago by Lawrence E. Chenoweth, Superintendent of the Bakersfield city schools, when he promoted Mr. Neideffer to the position of director of elementary education of that city. Mr. Neideffer is a Hoosier schoolmaster, with attendance at Indiana University. World War service terminated this career in Indiana. Mr. Neideffer came to California. He attended six summer sessions at the University of California at Berkeley and graduated finally from Fresno State Teachers' College. Of recent years Mr. Neideffer has continued his college work with graduate study at Stanford University. Mr. Neideffer is one of the younger men in education in California who are building a reputation for solid constructive school work. His Arithmetic Study Cards will do much to increase the knowledge of his success.

Los Otros Americanos, by Nina L. Weisinger and Marjorie C. Johnston. Published by Doublday-Doran Company. 24 pages. Price, $1.

A Spanish text based on Latin America. Includes interesting items of history and geography, stories and legends, a few names of literary men, bits of poems, songs and dances.

Le Francais Vivant, by Jacob Greenberg. Published by Doubleday-Doran Company. 210 pages. Price, $1.

This book may be read early in the first year of French in junior or senior high school. The book is divided into two parts. Part One aims to develop skill in reading and Part Two aims to develop comprehension of the spoken language.

TRIBUTE TO "A SHEPHERD OF THE FAR NORTH"

[From Oakland *Tribune*]

William Francis Walsh was a boy in Oakland, coming from San Jose. He grew to manhood, a studious and handsome youth who dedicated his life to his church and the service of his fellow men.

The world came to know this young priest as the one who went to the Far North to build a church and carry religion to many who had never seen either priest or church. At Kotzebue he served, but he knew the area of opportunities was wide.

Father Walsh and Father Delon became the "flying priests of the North." In their airplane they went on errands of mercy. They were genuinely loved.

Many recall the day when the news came that the airplane had fallen and this devoted priest was dead. His memory and his story live in Alaska. Of the young man's youth here; of his trip to Europe, where he visited shrines, studied deeply and enjoyed himself thoroughly as the intellectual and spiritual student; of his church work in California; and last of his missions in Alaska, Robert Glody, A.M., has written in a book "A Shepherd of the Far North." This is the story of a rare and courageous man, one which portrays spirit, mind, and heart. It is simple, dramatic, and inspirational.

"A Shepherd of the Far North," by Robert Glody, A.M. Harr Wagner Publishing Company, San Francisco. $2.50.

CONTRA COSTA COUNTY INSTITUTE

CONTRA COSTA COUNTY held a three-day local institute on November 27, 28, and 29 of this year instead of joining with the Bay Section.

B. O. Wilson, County Superintendent, and Walter T. Helms, Superintendent of Richmond Schools, planned an excellent program of general sessions in the mornings and section meetings on the various subjects of the curriculum during the afternoons. Among the many speakers were State Superintendent Vierling Kersey; Mrs. Gladys Potter, assistant chief of elementary education and rural schools, state department; Willard E. Givens, newly appointed secretary of the National Education Association; Doctor F. W. Thomas, president of Fresno State College; Doctor P. Victor Peterson, head of the science department, San Jose State College; Miss Helen Howell, associate in art, U. C. L. A.; and Doctor Irving Helbo, special research work in the State Department of Education. Ritchie Smith of Ginn & Co. was on the program both as a singer and as a leader of one of the section meetings on music.

About 650 teachers attended the meetings and seemed to feel that they were getting more benefit from the local meeting than from the larger Bay Section meeting which they have joined in previous years. The Richmond High School, of which B. X. Tucker is the genial and efficient principal, is a modern and beautiful building with an excellent auditorium. Miss Christina B. Cameron, assistant superintendent of schools of Richmond, was in charge of exhibits, of which excellent ones were sent in from both rural and city schools. Children were present for a few hours each afternoon to explain the exhibits.

Vierling Kersey, State Superintendent of Public Instruction, was on the program the last morning of the institute. He gave an excellent address on "New Educational Frontiers." He first developed the three groups of thought that have sprung up following the depression, namely (1) the Utopian group, (2) the revival of spiritual and religious thought or the dawn of conscience, and (3) the thinking era in American life. In describing this last group he stated that the American people are now gun-shy on propaganda and through with ready-made opinions —that they intend to think things through for themselves.

Mr. Kersey declared himself in sympathy with this latter group and stated that the part education is to play in the future is to continue its efforts to develop in young children the power to think. He believes that the most vital point along our educational frontiers is what he calls the Thinking Frontier, and under that heading he set forth some of the things we must be able to think through. He stated we must have a new set of appreciations as a basis for a new set of values, and particularly an appreciation of our fellow man for what he *is* and not for what he *has*. His second point of emphasis was that of the "One and the Many." He developed the fact that the most socializing influence in American life is the public school, and that the public school is an example of the "many for the one," and the "one who helps to make the many." Another point of emphasis in these life situations, as a basis for directed thinking in the New Era, is social interdependence to care for the individual. He further developed the thought that moral control and personal attainment are vital things to struggle for on this Frontier of Thinking, and that in this continued effort always to enlarge the frontiers of living the individual must ever keep the courage to strive and seek and find, and not to yield.

Mr. Kersey's speech was given with conviction and sincerity, and he succeeded in establishing a serious and worthwhile "Thinking Frontier" for all who heard him.

THE CALIFORNIA School of Arts and Crafts, at Broadway and College Avenue, in Oakland, held its fall term exhibit of student work. The gallery was open daily from 2:30 to 5 p. m. from Sunday, December 16, to Sunday, December 23, inclusive.

THE OCTOBER ISSUE of the "High School Teacher" contains an excellent article entitled "The Economic Cycle in Secondary Education," by Arthur Corey, assistant superintendent of schools in Orange County.

A. P. SHILBEY, district superintendent of the Holtville grammar schools, will next spring have taught thirty years, and is still a comparatively young man.

C. F. MERCER, district superintendent of the Lynwood grammar schools, has his 1287 pupils of the first six grades and 116 children in kindergarten in makeshift buildings this fall, owing to the earthquake of last year. Four buildings have been razed by S.E.R.A. labor and construction on new buildings is to be carried on from the use of funds of $163,000 secured under the provisions of the Green bill. Of his present temporary schools, that of the Washington, held in a sales pavilion, is very satisfactory, the others are held in wooden and tent bungalows. The Lincoln and Lindbergh schools have had their walls torn out and they are scheduled for occupancy the first of the year with frame stucco walls.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

District Meetings of the California Library Association

SECOND AND THIRD DISTRICTS

Miss Jessie Lea, president of the Second District, California Library Association, chose a perfect autumn day when she selected October 27 for the date of the district meeting. Librarians came from far and near.

Three attractive new buildings were used in entertaining the visiting librarians. Open house was held in the forenoon in the spacious quarters occupied by the Contra Costa County Library in the new Hall of Records. Jessie Lea, county librarian, and her assistants escorted the visiting librarians around the library.

Luncheon was served in the dining hall of the recently erected Congregational Church. The pastor, Reverend Harvey Miller, is known to many California librarians in the northern section of the state because of his active interest in libraries.

The afternoon meeting was held in the auditorium of the attractive Martinez Junior High School. The school library is a branch of the Contra Costa County Library and is a center of interest for the principal, teachers, and pupils. The fine spirit of coöperation existing between the school and the county library was evident from the fact that the principal, Mr. French, several of the teachers, and a number of pupils devoted their entire afternoon to aid in the success of the meeting.

The meeting was called to order early in the afternoon. Greetings to the librarians were extended most graciously by Miss Lea, Mr. French, and Mr. Miller.

During a very brief business session Jessie Lea was elected as nominator to represent the district at the California Library Association, and Norah McNeill, librarian, Richmond Public Library, and Secretary Second District, was elected alternate.

Eleanor Hitt, president of the California Library Association, was the first speaker on the program. She gave an excellent presentation of her plans for the fortieth annual meeting of the California Library Association, to be held in Sacramento probably the first week in June. During this state meeting she wishes to bring to the membership at large a definite knowledge and appreciation of the actual work of the association. The plan is for leaders in each department of the C. L. A. to tell of the work accomplished by their committees. In addition to the usual committees of the C. L. A., there are interesting new committees such as code of ethics for librarians, library standards, and very important new school library committees. Each one will have most interesting reports to present. The program as outlined will be interspersed with inspirational features and gives promise of being very helpful and enjoyable.

Mrs. Linnie Marsh Wolfe of Pittsburg, Contra Costa County, who is deeply interested in the history of the county, presented her subject, "The Four Johns of Contra Costa County," in a most vivid and realistic way. Mrs. Wolfe swept aside the intervening years and made living human beings of Doctor John Marsh, first white settler in Contra Costa County; Doctor John Strentzel, the Luther Burbank of early California; John Swett, the revered educator and former State Superintendent of Public Instruction, and John Muir, the great naturalist. To add to the realism of the story Mrs. Wolfe introduced Mrs. Wanda Muir Hanna, the daughter of John Muir. Her mother was the daughter of Doctor John Strentzel. Beautiful manuscript which was part of a diary kept by Mrs. Strentzel was displayed at the close of the meeting.

Had Mrs. Frances Clarke Sayers of Sausalito, author of the charming story, "Bluebonnets for Lucinda," and formerly children's librarian in the New York Public Library, been telling stories to children instead of reviewing recent children's books for librarians, she could not have fascinated them more than she did the members of the Second District, C. L. A. The most dormant imagination would become active under the magic spell of Mrs. Sayers' word pictures.

As a final pleasure for this enjoyable district meeting, Miss Lea called upon Mabel Gillis, State Librarian, to speak. Miss Gillis responded graciously but briefly.

After adjournment Mr. French invited the librarians to the school library room, where tea and cake were served by the students of the home economics department. It was a delightful closing of a most worth-while meeting.

SIXTH DISTRICT MEETING

By Mabel R. Gillis, *State Librarian*

The Sixth District of the California Library Association was cordially welcomed to Ventura by S. D. Butts, member of the Ventura County Board of Supervisors, when it convened for its annual session on November 3. It was a perfect day and those who had driven from various parts of the district had enjoyed the trip so much that they were in excellent spirits for the meeting. Elizabeth Topping, Ventura County librarian and president of the district, and Sadie R. Swisher of the Santa Barbara County Library, as secretary, received the guests upon arrival at the Athene Clubhouse. They were assisted by other librarians of Ventura and Santa Barbara counties.

After the formal welcome by Mr. Butts, a short business meeting was held at which Mrs. Frances Burns Linn talked on A. L. A. membership and Rheba Dwight on C. L. A. membership. A report of the local documents committee was given by Helen E. Vogleson, chairman, and it was voted to continue the work of listing documents in the Sixth District libraries under a coördinating committee on union list of serials in libraries of Southern California. This committee would have charge of the listing not only of public documents, but of newspapers and other serial publications. Miss Topping was elected nominator to serve at the annual meeting and Miss Swisher alternate.

Two addresses on recent library association meetings completed the morning session. Althea Warren, librarian of the Los Angeles Public Library, had attended the A. L. A. meeting in Montreal and gave some of the highlights of the convention talks. Even more interesting than the meeting account perhaps were her comments on the libraries she visited along the way from each of which she gleaned something unique and worth while. Eleanor Stephens, assistant librarian of the Los Angeles County Public Library, happened to be in the Pacific Northwest on her vacation during the time when the annual meeting was held there. She gave an inspiring account of the meeting and brought back a copy of the proposed Washington certification law for librarians which was of practical benefit and interest to Californians at the present time.

Luncheon was held at the Masonic Temple, where the tables were beautifully and colorfully decorated with bowls of fruit of usual and unusual kinds. Special tables were arranged for college and university librarians and for librarians and their trustees. Nearly two hundred and fifty people attended the luncheon. The Sixth District was honored by the presence of two members of the Citizens' Library Council—Frank J. McCoy of Santa Maria and Herbert F. Orriss of Santa Barbara.

The first address was given by Judge Merle Rogers, a member of the Ventura City Library Board. In a delightful manner Judge Rogers traced the early history of libraries in California and then proceeded to tell what libraries mean to the people of the present day. It was a witty and inspiring talk which interested every member present, whether a librarian or a citizen interested in libraries.

Judge Rogers was followd by a talk by the State Librarian, Mabel R. Gillis, who pointed out that our early founding of libraries in this state made a firm background on which to build, and that from the interest in libraries over so many years we could take courage for the solving of today's problems. Some of the questions troubling librarians today were then briefly mentioned.

In the afternoon Eleanor Hitt, president of the California Library Association, outlined the work being done by the association this year and aroused much interest in the actual accomplishments of our professional association. Mrs. Virginia Cole Pritchard of Los Angeles reviewed some significant books of the present year in a very entertaining way. A report of the resolutions committee, Charles F. Woods chairman, closed the afternoon session. The resolutions consisted of thanks to the various organizations and individuals who had made the day so pleasant.

Some of the members of the association enjoyed a call at the Ventura County Museum in the courthouse during the noon recess and also were conducted to see the Serra Cross at the close of the session. A triangle trip to Oxnard, Santa Paula, and Ojai, where the libraries in those communities were visited, completed a delightful day for the delegates to the convention.

FIRST DISTRICT MEETING

By Susan T. Smith, *Librarian, Perkeley Public Library*

The fall meeting of the First District was held at the Athens Club, Oakland, Saturday, November 17, with Mabel Thomas as president and Amy Wood secretary.

The physical arrangement of the club was admirably adapted to the ten groups who met for luncheon in small dining-rooms on the third floor to discuss various library problems, under the leadership of a specialist in each field.

The general session in the auditorium was an interesting and profitable one. Miss Harriott Hassler, formerly chief of children's department, Queensboro Public Library, used the children's room of the New York Public Library to illustrate her theme, "A type of library service to children." She gave affectionate and humorous illustrations of the

method used to bring children and books together, which is the chief objective of that institution, contrasting the service of a great metropolitan city with that of Cleveland and cities of the Pacific Coast, where the same results are achieved through different methods of approach.

"Current events in member libraries" told by the librarians of the district were illuminating and optimistic in tone. Nathan van Patten of Stanford University stressed the economic situation in his library as affecting foreign serials and book selection and purchases. Mrs. Elizabeth Potter of Mills College noted the shift towards sociological subjects in the reading habits of students, and the contribution of Mrs. Bard of the library staff to the field of bibliography, in the recently published "Presses of Northern California."

Mrs. Mary Carmody of the Mechanics-Mercantile Library stressed the change in the reading interests of its members from engineering to sociology, and a mounting increase in circulation as opposed to decrease in income. Doctor Peyton Hurt represented Harold Leupp of the University of California Library, his first official duty as assistant librarian. He made an excellent report of progress, including some experiments in library service that have been tried during the past year, in bringing staff, students, and faculty in closer relationship to the library. Isabel Curtis of the Alameda Public Library told of the purchase of new children's books during the summer vacation to hold youthful borrowers during and after the infantile paralysis epidemic. Robert Rea of the San Francisco Public Library announced an increase in his budget and a gift of $10,000 from the Phelan estate, which is to be used to create a memorial room for California authors. John B. Kaiser of Oakland stated that the greatest interest the library has had during the past year has been in the personnel of its staff and in the work done by the branch department and children's room to stimulate an interest in children's literature. Susan Smith of Berkeley briefly sketched a plan of coöperation between the school libraries and the public library that has recently been launched by the City Superintendent of Schools, Doctor Lewis Smith, which promises much for the future.

Staff associations of the Bay District and their varied activities were admirably presented by Jeannette Hitchcock of Stanford University Library and Mrs. Frances Greenwald of the Oakland Public Library.

EIGHTH DISTRICT MEETING

A WELL-ATTENDED meeting of the Eighth District of the California Library Association with representation from as far north as Siskiyou County was held November 17 in the auditorium of the Marysville City Library. The president of the district, Ella Danielson, librarian of the Marysville City Library, was assisted by the secretary, Frances M. Burket, librarian of the Sutter County Library, in greeting the visiting librarians.

During the short business session Miss Danielson was elected nominator and Mrs. Ella Packer Morse, librarian of the Colusa County Library, was chosen alternate to represent the Eighth District of the C. L. A.

Frank H. Bartlett, a member of the Marysville City Council, welcomed the librarians, told in a humorous way of his early impressions of librarians, and paid high tribute to the professionally trained librarians.

A very unusual and delightful talk on collecting autographs was given by Miss Violante Peri, an instructor in the Yuba County Junior College, whose hobby is autograph collecting. She told of the origin of the hobby in the remote past, traced its history and enlarged on its three phases as exemplified by autograph albums, letters, and books. In a charming manner Miss Peri related some of her experiences in securing autographs by means of letters or in books. She displayed French, Spanish, and Italian letters from eminent people and autographed books which she collected during a long residence in Europe.

The general plan for the 1935 annual convention of the C. L. A. was presented by Eleanor Hitt, president of the California Library Association. She stated the plan was to acquaint the membership at large with what the C. L. A. is doing. She called attention to the large membership and the need for the young members to be informed. At the annual meeting to be held in June in Sacramento there will be open meetings of the most important committees. Miss Hitt outlined concisely the purposes of the major committees, standing committees, and sections of the C. L. A. During her talk she emphasized the importance of the junior librarians and the recognition given to them this year on committees and in the Junior Librarians' Round Table.

A delicious luncheon was served at the Marysville Hotel. After the luncheon and preceding the afternoon session the junior librarians of the Eighth District held a short meeting with Ella Whittle, librarian of the Oroville Public Library, as presiding officer. Rosilie Schell, assistant of the Butte County Library, was elected to represent the junior librarians of the Eighth District at their round table during the annual meeting of the C. L. A. this year. Lois M. Smith, assistant of the Marysville City Library, was elected as alternate.

The speakers at the afternoon session were Mabel R. Gillis, State Librarian, and Katherine E. Anderson, instructor, University of California, school of librarianship.

Much valuable information was given by Miss Gillis concerning service by the State Library to the blind. She emphasized the necessity for centering this specialized service in one lbrary. Miss Gillis explained how librarians throughout the state can assist the blind and make service to them more effective if they will keep the State Library informed concerning local cases of prospective blind borrowers. She stated that the United States government assists in the work for the blind by granting franking privileges on books sent to blind readers, furnishing to distributing libraries many books for adult readers and also sending talking books which are thin phonograph records for machines especially adapted to their use. Helpful suggestions were given relative to newspaper files and documents. An invitation was extended to the librarians to visit the prints section of the State Library to see the collection of Chinese paintings on exhibition during November.

Katherine Anderson anounced that under a grant for one year from the Carnegie Corporation a new member has been added to the faculty of the University of California school of librarianship. This has made it possible for the school to conduct a library institute. Eligible students are librarians who are interested and students with a master's degree. Librarians in the vicinity of Berkeley are availing themselves of the opportunity afforded by this institute to learn methods of specialization in special subjects. Miss Anderson's orderly presentation of the plan showed how a topical analysis applied to one subject with references to factual, interpretive, and source material could be applied to all subjects and be of great assistance to librarians.

SHAKESPEAREAN PLAYS

BEGINNIGNG Monday evening, December 24, Fritz Leiber, the celebrated American actor, will begin a two weeks' engagement at the Columbia Theater, in a series of Shakespearean plays under the management of Elbert A. Wicks, who is also presenting to the American theater audiences the famous Abbey Theater Players, of Dublin, Ireland, who will later in the season visit San Francisco.

Mr. Leiber for many years has almost confined his stage performances to playing Shakespearean rôles and is one of the very few actors in America who has done "King Lear." Although this play is one of Shakespeare's greatest and is one with which that author's readers are quite familiar, it has very seldom been done on our stage. Mr. Leiber has added this play to his repertoire to be presented during his engagement at the Columbia Theater. His repertoire is as follows: Monday evening, December 24—"King Lear"; Tuesday evening, December 25—"Merchant of Venice"; Wednesday matinée, December 26—"Julius Caesar"; Wednesday evening, December 26—"Hamlet"; Thursday evening, December 27—"Macbeth"; Friday evening, December 28—"King Lear"; Saturday matinée, December 29—"Macbeth."

During his second week he will present: Monday evening, December 31—"Hamlet";

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Miss Edwards is one of the well-known educators in California. As teacher, principal, county rural supervisor, and city supervisor she has always made an impression wherever she has taught. This book is the result of a trip to Japan.

Tuesday evening, January 1—"King Lear"; Wednesday matinée, January 2—"Merchant of Venice"; Wednesday evening, January 2—"Julius Caesar"; Thursday evening, January 3—"Merchant of Venice"; Friday evening, January 4—"Hamlet"; Saturday matinée, January 5—"Macbeth"; Saturday evening, January 5—"King Lear."

JANUARY FROLICS AT CURRAN

STARTING Tuesday night, December 25, with a big Christmas Holiday performance, the Curran Theater, San Francisco, will inaugurate its policy of a de lux vaudeville show once a month, with the greatest stars of the stage, screen, and radio. On the first bill will be such tremendous headliners as Gilda Gray, William Demarest, Billy and Elsa Newell, Ruth Mix, Fuzzy Knight, and a host of others.

Each "Frolics" will be named after the month it plays, with the first one being called the "January Frolics." Irving Strouse, the producer, started vaudeville back into its present popularity with a series of Sunday shows at the Wilshire Ebell Theatre in Hollywood that quickly became the sensation of that usually blasé town. The Hollywood showings are sold out weeks in advance, with the entire movie colony fighting the general public for seats. Frank Fay, Vera Gordon, James Barton, Gambarelli, Julius Tannen, Julian Eltinge, Trixie Friganza, and the greatest names of vaudeville have appeared in the "Frolics," all of which will play the Curran during the year.

The "January Frolics" will be headlined by five distinct personalities—more stars than any show has brought to San Francisco in years. Outstanding, probably, is Gilda Gray, who came out of retirement several weeks ago and startled the screen world with a new personality. In addition to the dances which have brought her fame all over the world, Miss Gray sings several new songs in a new way, and it is safe to predict that Gilda will once more be the toast of San Francisco.

Headlining the comedy contingent will be the hilarious William Demarest. He will be featured in several routines with Ruth Mix, who is Tom Mix's daughter, but achieving a great name for herself in her own way. Probably one of the most beautiful women on the stage, Ruth Mix will surprise audiences who have never seen her work. Demarest, star of Earl Carrol's "Vanities," "Sketch Book," and other Eastern musical comedies, in addition to many motion pictures, will introduce three new sketches of his in the show—"Night in a Bath Tub," "Millioniares," and "Osteopath"—which hit the heights of comedy.

Billy and Elsa Newell, an American comedy song-and-dance team, holding the reputation of being the highest priced vaudeville act ever to play the music halls of England, co-star on the first bill, along with the mad musician, Fuzzy Knight.

Charles Withers, whose "Withers' Op'ry" gained friends all over the vaudeville circuit, is bringing back his laughing act. Kimmy Ray, the greatest of all eccentric dancers, will introduce his version of the "Continent," and the fourteen Ramsdell Dancers, Hollywood's most beautiful girls, will assist. Francis Garland, a recent discovery, the Flying Kitchens, and the "Frolics" Orchestra complete what experts consider will be the finest show of the season at the Curran.

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2. **What are its aims?**
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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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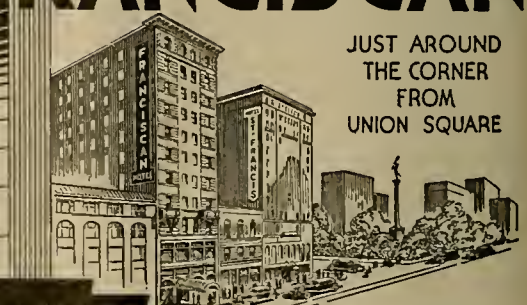

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THE WESTERN JOURNAL of EDUCATION

NEWS AND COMMENTS - - BY HARR WAGNER

Educational Organizations.—There is a tendency to throw a monkey-wrench into the educational system. Our public school administrators have adopted as a definite policy the formation of powerful organizations. Successful promotion of educational theory is therefore no longer dependent on an argument for public welfare, but upon the political activity of large and compact organizations. This does not apply to any particular state, but to the nation as a whole. It does not necessarily mean that the organizations will ever be used except for the best interest of the schools. Up to now the National Education Association and the National Bureau of Educaion have been sending out tons of literature—some very good, and some quite colorless and pointless. This is not only true of the educational organizations, but of every department of government. The waste-paper basket of every school administrator is well filled with bulletins, pamphlets, and form letters. The powerful organizations must now take form and use the educational monkey-wrench for the advancement and the reorganization of our schools, colleges, and universities under the new deal. We must be prepared to meet new issues. Never in the history of the world have we needed safe and sound educational leaders as we do today. We are facing great problems.

California's School Funds.—The California Teachers' Association, the State Department of Education, and the taxpayers have succeeded in creating constitutional measures that protect our budgets for the maintenance of our schools. Schools in California will not be closed. Budgets for salaries, textbooks, and school supplies will be provided. California is indeed fortunate in its school laws governing salaries, school libraries, and other activities connected with the schools.

The Five Senses.—The training of the five physical senses so that they hook up properly and harmoniously with your mind is the chief end of education. If your physical senses are trained to sensitive reaction, life will be successful without college degrees. There is also a sixth sense which psychologists have never clearly defined.

Rural Supervision.—The greatest advancement of recent years in educational administration in the public school system has been rural supervision. City supervision has been a part of the school system for many years. The need for rural supervision is apparent where inexperienced teachers are employed, and the visit of the county superintendent is usually limited to one visit in a school year. We now have under the direction of Miss Helen Heffernan a well-trained group of supervisors who are giving splendid service in the various counties of the state, and the smallest schools are not denied expert supervision.

Reading and Writing.—At the risk of being old-fashioned, we are advocating a thorough drill not only in reading and writing, but in spelling and grammar and arithmetic. Children should be taught to write a legible hand, to read aloud (audition), to speak and write the English language correctly, to memorize literary gems, and to know multiplication forward and backward. Reading, writing, spelling, grammar, geography, history, and arithmetic should be taught in a definite way to children under fourteen years of age.

Old Age Pensions.—The privileged classes now have their pensions or retirement salaries. We believe that the time has now arrived when a liberal pension law will be passed by the federal and state governments. The Townsend bill is intriguing, but it is very doubtful if Congress will give it serious consideration. The non-privileged classes have been generous advocates for pensions for soldiers, for firemen, for policemen, for school teachers, and for civil-service workers, and even the big corporations have not neglected to pension employees. The time has now arrived under our government to grant the non-privileged classes a pension. Why should we institutionize the down-and-outers who have done their little part in the social order? Public sentiment is almost unanimous for unemployment insurance and retirement salaries or pensions.

Freedom of Press, Speech, and Learning.—The bureau of educational service of Teachers' College, New York, has sent out a request for publicity on Hearst's attack on various institutions. We quote: "American educational leaders, prominent on the faculties of Teachers' College, Columbia University, New York University, Union Theological Seminary, and other institutions, recently sent a request to the McCormick Dickstein congressional committee calling upon it to investigate a campaign of terrorism against teachers in American colleges, universities, schools, and even private schools." Freedom of speech, of the press, and of learning is not a new problem. It has always existed. In the changing economic conditions, it is more tense than usual. The conditions do not justify harsh terms to men and women who speak out in public freely. Our democratic institutions would not exist today if Buchanan, the English schoolmaster, had not taught England that "you can only govern with the consent of the governed." We must not destroy the freedom that makes for intelligent citizenship. Teachers must have a right to discuss all governments, even to criticize our government, not as revolutionists, however, but as intelligent constructive citizens. We are neighbors to the whole world, and as Lowell says:

> "When a deed is done for freedom,
> Through broad earth's aching breast
> There runs a thrill of joy prophetic
> Trembling on from East to West,
> Mankind is one in spirit."

We must teach tolerance. We must welcome the good that is in the new deal and hold fast to that which is worthwhile in the old. In our personal attitudes we must be tolerant, and it follows as the night follows the day that we will be tolerant in our political and religious views.

> "In men whom men pronounce as ill
> I find so much of goodness still,
> In men whom men pronounce divine
> I find so much of sin and blot,
> I hesitate to draw the line
> Between the two when God has not."

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Miss Richards spent many months in Mexico collecting material for the book. Miss Richards is also author of "Our Californa Home," adopted fourth grade social studies text for the State of California. Miss Landázuri is a Mexican writer and educator of distinction.

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A PATRIOTIC PROGRAM FOR FEBRUARY

BY VANZA NIELSEN AKER

THIS PROGRAM was planned as an auditorium program to commemorate the birth dates of George Washington and Abraham Lincoln. In assembling it, the gradation of elementary school pupils was taken into consideration. There are parts which can easily be adapted to all grades. The most valuable part of any school program is the pupil growth which comes from the preparation of the program. The activities suggested here should serve as the nucleus for a motivated study of the lives of Washington and Lincoln.

PROGRAM

Song ..... "America"
Drill ..... "F-E-B-R-U-A-R-Y"
Sketch ..... "The Life of Abraham Lincoln"
Poem ..... "Lincoln the Schoolboy"
Dramatization ..... Anecdotes from the Life of Lincoln
Song ..... "America the Beautiful"
Sketch ..... "The Life of George Washington"
Dramatization ..... Washington's Rules of Conduct
Dramatization ..... Rules of Conduct for Boys and Girls Today
Song ..... "Columbia the Gem of the Ocean"
Dramatization ..... "The Meaning of the Flag"
Marching Drill .....
Flag Salute—Pledge of Allegiance
Song ..... "The Star-Spangled Banner"

F-E-B-R-U-A-R-Y DRILL

[In this drill, four boys and four girls may be used. They will each wear a large placard on which has been printed one of the letters in the word "February." Soldier caps made of red, white, and blue paper would lend atmosphere to the exercise. To the strains of "Stars and Stripes Forever" the pupils march on the stage in the order of their letters: F-E-B-R-U-A-R-Y. When they are all in place, the music stops and each child steps forward in his turn to recite his part of the drill.]

F—is the flag, red, white, and blue,
The flag that is loved by Americans true.

E—means that each of us always must try
To keep the flag flying forever on high.

B—stands for bravery, at home or afar,
Bravery in peace, or bravery in war.

R—says that if we will always do right,
The stars in the flag will ever be bright.

U—means that under the red, white, and blue,
There is freedom and safety for me and for you.

A—is America, the land we love best,
Though we travel the east, or we travel the west.

R—tells the message, the rest of the world
Pays honor to us when our flag is unfurled.

Y—means that YOU must always be true,
And be an American, through and through.

[This drill will, of course, be presented by the smaller children. After they have finished, they may sing any patriotic song that is familiar to them. For the finale of the drill, it is suggested that two Boy Scouts bring in the flag-draped pictures of Washington and Lincoln and hang them at the back of the stage. After the pictures are in place, one of the scouts might give a short speech somewhat after this fashion: "In February we celebrate the birthdays of two of the greatest Americans who have ever lived, George Washington and Abraham Lincoln. Today we are going to honor these two great men," etc.]

There is so much material available on the lives of Washington and Lincoln that it was not deemed advisable to print any source material here. The sketches might be worked out as class projects or as individual problems. They should not be long, merely detailed enough that the younger children know who Washington and Lincoln were and why we celebrate their birthdays.

LINCOLN THE SCHOOLBOY

BY HOPE NELSON

His school was a cabin built of logs,
  His desk was a rude pine form;
In winter he helped to split the wood
  That kept the schoolroom warm.

He used a shingle for a slate,
  His pen was made of quill;
His teachers, oft, could scarcely spell,
  Though they swayed the birch with skill.

He'd never met the wise and great,
  The books he read were few,
He studied nights by the pine knot's flame,
  But, oh, how much we knew!

A simple backwoods schoolboy, who
  Full little guessed that he,
In every schoolhouse in the land,
  Would some day honored be.

The following anecdotes and sayings of Lincoln might be dramatized as incidents or they might be worked out in this manner. A group of boy scouts are seated around a camp-fire. [The camp-fire could be simulated by the use of a colored light.] They are singing "We're Tenting Tonight" as the curtain rises. After two or three group songs, they chat, informally, about Lincoln. During the conversation, they bring out the anecdotes and sayings. The sayings should be explained and probably illustrated from happenings of today.

SAYINGS OF ABRAHAM LINCOLN

Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have.

Learn the laws and obey them.

He sticks through thick and thin—I admire such a man.

I must stand by anybody that stands right—stand with him while he is right and part with him when he goes wrong.

Gold is good in its place; but living, brave, and patriotic men are better than gold.

My experience and observation have been that those who promise the most do the least.

Killing the dog doesn't cure the bite.

I have one vote and I shall always cast that against wrong as long as I live.

It is better only sometimes to be right than at all times wrong.

STORIES OF LINCOLN

When Lincoln was a boy he once borrowed Weems' "Life of Washington" from a neighbor, Mr. Crawford. Lincoln spent many hours reading this book. Often he read at night by the light of the fireplace. When he went to bed in his small attic bedroom, he always took the book with him and stuck it between cracks in the log wall. One night it rained and Lincoln awoke to find the book soaked with water. He had no money to pay for the book, but he walked to Mr. Crawford's farm, several miles away, and told him what had happened. He offered to work until he had paid for the book. For three long days he worked hard, then the book was his. He dried it and treasured it afterwards for many years.

When Lincoln was a young man, he worked as a clerk in a store. Once he overcharged a woman six and a quarter cents. When he discovered the mistake, he took the money and walked several miles to give the woman the money that was due her.

In a regiment that guarded a road to Washington, in the first year of the Civil War, was a farmer boy, William Scott. One morning he was found asleep at his sentry post. He had taken the place of a sick comrade and had been on continuous duty for thirty-six hours. He was tried and condemned to be shot. The captain of the boy's company rushed to the White House and told the story to President Lincoln. He said that he was the one to blame because the boy had been on duty for so many hours. Mr. Lincoln rode out to the camp and inquired into the circumstances. Within an hour, William Scott was restored to his regiment.

Six months later he died a hero's death. In the lost battle of Lee's Mill, he was the last to retreat from the battlefield. He carried a wounded officer to safety, then returned twice, under fire, and saved two more companions. But he was mortally wounded. Before he died he wanted President Lincoln to know that he had served his country faithfully.

"Tell him I tried to be a good soldier—true to the flag. Thank him for giving me the chance to die in battle, and not like a coward at the hands of my comrades."

There is an interesting story told of how Lincoln earned his first dollar. After working hard all one season, he decided that he had raised enough produce to take it down the river to sell. He built himself a little flatboat. One day while he was down at the shore looking over his finished boat, two men drove up who wished to go on board one of the river steamers. There were no wharves at that time and passengers went in small boats out to the steamers. The two men had looked over the boats along the shore and had decided on Lincoln's.

Lincoln was very glad for the chance to make a little money; he thought the men would probably give him a quarter. After he had taken them out to the steamer, each man put his hand in his pocket and threw on the floor of the little flatboat a silver half-dollar—the first dollar that Abraham Lincoln had ever earned.

One day Lincoln was with a group of friends who were discussing how long a man's legs should be. Finally they turned to Lincoln and asked his opinion. "Well," said Lincoln. "That's a matter that I've given very little thought to, so, of course, I may be mistaken. But my impression is that a man's legs should be long enough to reach from his body to the ground."

The boys and girls should enjoy working out their own dramatization of "Washington's Rules of Conduct." The next dramatization suggested in the program, "Rules of Conduct for Boys and Girls of Today," should prove a natural sequence. The preparation of these dramatizations ought to be a very worthwhile activity.

WASHINGTON'S RULES OF CONDUCT

Here are some of Washington's rules of conduct. It is said that an original book with some of these quotations, written in Washington's own handwriting, is still in existence today. The rules originally came from a French book on behavior:

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In the presence of others, sing not to yourself with a humming noise, nor drum with your fingers or feet.

Show not yourself glad at the misfortune of another, though he were an enemy.

Do not express joy before one sick or in pain, for that contrary passion will aggravate his misery.

Be not hasty to believe flying reports to the disparagement of others.

Light reading may amuse for the moment, but leaves nothing solid behind.

Play not the peacock, looking everywhere about you to see if you are well decked, if your shoes fit well, if your stockings fit neatly, or clothes handsomely.

Associate yourselves with men of good character, and remember it is better to be alone than in bad company.

Turn not your back on others, especially in speaking; jog not the table or desk on which another reads or writes; lean not on anyone.

'Tis much easier to avoid mischiefs than to apply remedies when they have happened.

Be not curious to know the affairs of others, neither approach to those that speak in private.

Give not advice without being asked, and when desired, do it briefly.

Mock not nor jest at anything of importance; speak no jests that are sharp and biting.

Wherein you reprove another, be blameless yourself.

The following are a few of Washington's own maxims:

Let your conversation be without malice or envy.

Think before you speak.

Speak no evil of the absent, for it is unjust.

If a man does all he can, though he succeeds not well, blame not him that did it.

Labor to keep alive in your breast that little spark of celestial fire called conscience.

THE TRUE MEANING OF THE FLAG

CHARACTERS: Two Boy Scouts, Scout Master, Columbia, Red Stripes, White Stripes, Blue Field, Stars.

SETTING: Columbia, dressed in a flowing white robe with a gold crown on her head is seated on a throne at the back of the stage. Grouped informally about her are Red Stripes, White Stripes, Blue Field, and Stars. There will just be one child representing the red stripes of the flag, one for the white stripes, one for the blue field, and one for the stars. They are dressed in any inexpensive costume appropriate to their characterization. As the curtain rises, a chorus off-stage sings any patriotic song desired. When the song is finished, the scout master and the two boy scouts walk onto the stage.

SCOUT MASTER [*as if continuing a conversation*]—At all times a scout is loyal to his country and to his flag. If he fails, he has not lived up to one of the first principals of scouting.

FIRST SCOUT [*earnestly*]—I will always try. I think our flag is the most beautiful flag in the world.

SCOUT MASTER—That is because you are an American, James. If you were French, you would think the French flag the most beautiful.

COLUMBIA [*speaking from rear*]—And is that not right? [*Scouts and Scout Master turn and look at her in surprise.*] Every man, woman, and child should be loyal to his own flag and to his own country.

SECOND SCOUT—Why—why, who are you?

COLUMBIA—I am Columbia. I represent the United States of America. These are the symbols of my flag. Red Stripes, White Stripes, Blue Field, White Stars. [*She introduces each in turn, and they acknowledge the introduction.*]

FIRST SCOUT—But—but what are you doing here?

COLUMBIA [*smiling*]—I do not wonder that you ask that question. It is not often that I have time to pause in my duty of seeing that all is well with this great country of ours; but in February we honor two of the greatest Americans who have ever lived, George Washington and Abraham Lincoln.

SECOND SCOUT—We have been studying about Washington and Lincoln in school. We are going to have a program to celebrate their birthdays.

COLUMBIA—That is splendid, but you should not only celebrate their birthdays.

FIRST SCOUT—What else should we do, Columbia?

"Remove not the old landmark": Proverbs 23-10

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COLUMBIA—You should pledge to their memory that you will carry on the great work they started. You should remember the many blessings that are yours because you live in this great country. You should honor Washington and Lincoln by being loyal to your country and to your flag at all times.

SECOND SCOUT—Our class pledges allegiance to the flag each morning.

COLUMBIA—I wonder how many of you really know what the flag stands for? Do you know the meaning of the red, the white, the blue?

SCOUT MASTER—These boys have been studying what the flag stands for, but I am sure they will remember it better if you tell them, Columbia.

COLUMBIA—Perhaps so. But I shall let my symbols speak for themselves. Red Stripes, will you tell these scouts what you stand for?

RED STRIPES [*stepping a little forward*]—I stand for bravery. Whenever you see the flag waving in the breeze, you must remember the message of the red stripes—"Be brave!"

FIRST SCOUT—We don't have a chance to be brave like Washington and Lincoln. They went to war——

SCOUT MASTER—That is not the only bravery the red in our flag stands for.

RED STRIPES—You are right. When war is necessary, it is courageous and brave for a man to fight for his country, but when his country is at peace there are other ways to be brave. You can be brave by helping to enforce the laws and by giving protection to the poor and unfortunate.

COLUMBIA—That is true. Now, White Stripes, what do you stand for?

WHITE STRIPES—The white stripes in the flag stand for purity. A nation whose people have pure hearts will become great. Many years ago Rome was a great nation, one of the greatest nations in the world. Then her people became wicked and selfish; her civilization began to decay, and it was not ong before her shining glory had vanished. For a nation to remain great, her people must have pure hearts; they must not think evil thoughts; they must not be unkind; they must not be selfish.

SCOUT MASTER—That is a wonderful message, White Stripes. I hope that Americans will always remember it, that the United States may always be a great nation!

COLUMBIA [*smiles kindly at Blue Field*]—And now, Blue Field, what have you to say?

BLUE FIELD—The blue in the flag stands for truth. Almost from the beginning of time, men have sought the truth. If they had not done so, there would have been no progress. Because men wanted to know the truth, there have been many inventions. They have made this country a better place in which to live; they have helped people who were suffering. Truth is always with us if we will but look for it. Truth is always honorable, it is always fair, it is always righteous.

COLUMBIA—There is but one symbol left. Sometimes I think that it is the greatest of them all. Stars, what is your message?

STARS—Fair Columbia, my message is the message of service. Without service to others, no nation can prosper. Americans must be brave and pure and true, but they must also be of service to each other. They must help the people who need their help; they must be willing to serve their country at all times.

FIRST SCOUT—But how can we serve our country, white Stars?

WHITE STARS—By always doing what is right; by helping others whenever there is an opportunity. There are always people who are less fortunate than you. By making them happy you have done a service to your country. Each time you do a kind act you will have a better understanding of what service really is.

SECOND SCOUT—We shall always remember what you have told us.

FIRST SCOUT—Indeed we shall. The flag seems even more beautiful to me than it did before.

COLUMBIA—That is splendid. Perhaps you would enjoy meeting some other people I have brought with me today, some boys and girls who really love their flag.

SCOUT MASTER—I am sure we would enjoy it, Columbia. [*Scout Master and Scouts step to the side and the boys and girls taking part in the marching drill march onto the stage.*]

MARCHING DRILL

There will be eight boys and girls taking part in this drill. They might wear colored caps and strips of red, white, and blue paper placed diagonally across their chests. They should each carry a small

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American flag. When the music starts, they march in the back of the stage and up to the front stage in two straight lines. Then they separate and march across the front of the stage and down the sides.

```
|          x x          |
|          x x          |
|          x x          |
|          x x          |
|          x x          |
|          x x          |
|          x x          |
|          x x          |
|          x x          |
———————— x x ————————
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As soon as the leader marching down the side stage reaches the back, he cuts diagonally across the stage so that he is at the front of the stage at the opposite side. As the lines meet in the middle of the stage, they cross in front of each other alternately.

Then the lines march down the sides and across the back, coming up the center in the same manner they did when marching in. When they reach the front of the stage they separate by twos, the first two going to the left, the second two to the irght, and so on. The first two couples on each side march until they reach back-stage at the side. The other two couples on each side stop at side-front. The couples at the front and back form circles with flags touching in the center of the circle. They march eight steps to the right, reverse and march eight steps to the left.

The marchers on the end of the circle begin marching up the side of the stage, the others marking time, until a straight line is on either side of the stage. The two lines march and come together in the center of the stage, in Virginia Reel fashion, touch flags and march backward into place. This should be repeated once or twice.

```
x............x  x............x
x............x  x............x
x............x  x............x
x............x  x............x
x............x  x............x
x............x  x............x
```

The lines then march diagonally across the stage, this time beginning at the front of the stage rather than at the back. March across the back of the stage, meet partners, and march upstage, separate, march around stage and meet at back again. The first couple remains at the back of the stage. They raise their flags and form an arch for the next couple to pass under. The next couple stands in front of them and makes another arch. This continues until the last couple has marched clear through the arch and formed an arch at the front of the stage. Then the couple at the back of the stage drop their arch and march through the line, across the front of the stage, and to the back. They are followed immediately by the couple next to them. This continues until the arch has been completely broken. This puts the marchers in a position to begin the entire drill once more. Repeat twice.

When completing the marching drill have the pupils stop so that they form a line on either side of the stage. This will leave Columbia and her attendants at the back of the stage and the marchers side stage. When everyone is in place, have the flag brought in. The entire audience should stand and repeat the pledge of allegiance. Close the program with the singing of "The Star-Spangled Banner."

THE REAL FUNDAMENTALS OF EDUCATION

[*Extract from a Radio Address by Charles C. Hughes, City Superintendent of Schools, Sacramento, Cal., January 5, 1935.*]

A SHORT TIME AGO I had occasion to pick up a daily paper published in the city of Sacramento. I found an article on the front page, and I am asking your indulgence if I quote a paragraph or two from it. This is what it says: "In common with thousands of other parents who desire that their children shall at least keep up with the average boy or girl, I find myself obliged to spend my evenings in teaching school, doing what I pay others to do during the daytime, and in order that my youngsters may be able to go and recite at school, spending my leisure hours, and their sleepy ones, in trying to fix in their poor little weary brains the names of some almost unknown rivers in some out-of-the-way portion of the globe.

"I have no hesitation in saying that the whole system of modern teaching, including textbooks, maps, and everything else connected with it, is vastly below and behind what was in vogue thirty years since, and, instead of making of us a race of well-educated men and women, it is making candidates for the insane asylum, and piling up a heap of misery in very many forms."

It may surprise you to know that the date of this newspaper was October 25, 1872, sixty-two years ago, and the writer was speaking of the schools thirty years before that time, or ninety-two years ago. It was taken from the cornerstone box of a school building torn down a few years ago. The sentiment, however, is not new to any of us, since we have heard the same statements made down the years, and even now we hear people say the schools of today are not as good as they were thirty or fifty years ago, that we do not teach the fundamentals of education as well, and that we should go back to the little red schoolhouse for real school training.

I am not willing to admit that the so-called fundamentals of reading, writing, and arithmetic are not as well taught today as they were in times past. We must consider all teaching at the present time in terms of modern social and industrial changes in American life, and it seems to me that to reckon the value of our present school system in terms of proficiency in these fundamentals is basing our deduction upon a false premise and placing emphasis upon mere tools of education. Rather should be emphasized the real fundamentals for the training of our youth in accordance with the day and time in which they live and in preparation for the kind of life they must meet, and play their part in a new and very different age than that in which our elders still living had their training. Even in my lifetime electric lighting, telephones, electric cars, automobiles, airplanes, the radio, and talking pictures have come into common use. And what a marvelous difference these have made in our lives! We of the passing generation grew up into these wonders. The present generation was born into them and into a multiplicity of ease-making inventions. Today's youth does not accept them with wide-eyed wonder as we did. They accept them as a matter of fact, and the ease that goes with them as a natural birthright.

The emphasis upon the old fundamentals was for material gain or financial ease. Success in them was a measuring stick for success in life, and almost always that success meant material success. It is possibly true that much of our trouble today is due to an over-emphasis upon material and economic past in order to avoid the mistakes of those who have risen and fallen before us. These are tangible things, but the real fundamentals of education are harder to teach and much more vital and important.

Human nature changes very slowly, science is changing so rapidly that it has brought about new complications, new problems, new living conditions, and new social practice. But, after all and above all, there are certain irreducible fundamentals which are the same today as they were when mankind began. No new theories, no new inventions have changed them one whit. They are truth and justice, honesty and integrity, courage and self-control, service and brotherhood, honor and unselfishness. These are the life-blood of education and successful living; they are the very warp and woof of the fabric which manhood and womanhood weave into right living and democracy. We must make them part of our educational program, and, above all, teach them as the firmly fixed, unchangeable ethical principles, moral precepts, and the golden rule—the real fundamentals of education reduced to their very lowest terms and which were the inspiration and teaching of Socrates, Aristotle, Plato, and of all the great thinkers and philosophers of all time, and above all the divine lessons and principles given us by the greatest teacher of all, the Christ.

MRS. LORRAINE MILLER SHERER, director of curriculum, Los Angeles County schools, is scheduled to give two courses this summer at the University of California at Los Angeles summer session. One course will be on social studies and the other will be on reading and literature.

LINCOLN'S BIRTHDAY, FEBRUARY 12, 1935

THE SCHOOLS should celebrate with suitable patriotic programs the birthday of Abraham Lincoln. Honorable Samuel M. Shortridge, former United States Senator, delivered the following eloquent address at the Lincoln Memorial, February 12, 1929. Senator Goff requested that it be printed in *The Congressional Record*, stating: "It is eloquent, appealing, concise, and strikingly persuasive." Senator Fess, presiding, granted permission. The address is well suited for a declamation in general school assembly on Lincoln's Birthday:

ABRAHAM LINCOLN

[ADDRESS BY SHORTRIDGE]

My countrymen, the republic "conceived in liberty and dedicated to the proposition that all men are created equal," in the throes of dissolution; the Union of Washington and Jackson, framed by the wisdom and sanctified by the blood of brothers, about to be rent asunder; the "government of the people, by the people, for the people," in mortal danger of perishing from the earth—in that dark hour of estrangement, doubt, and fear the great captain of our country's salvation came.

He came, and thenceforth all was clear. Simple in speech, plain in manner, straightforward in action; tender as a child, fearless as a hero, humble and lowly, he came to speak and to act. Born of Southern parents and reared in the broad prairies of the West whose very winds sang liberty, he realized the curse of bondage and the blessing of freedom. From the unfelled forest, from the log cabin and the country store, from humble forum and obscure dwelling, from out the ranks of the people the great captain came. He came, and statesmen paused and wondered; he spoke, and a nation hearkened to his counsel.

Devoted to truth and the right, opposed to falsehood and the wrong; scorning the tricks and subterfuges of the self-seeking and abhorring the mean and base; loving his country with a devotion that made him forgetful of all save the preservation of the Union, the incomparable leader rose. In judicial tribunal and hall of state, in capital and village, in stately mansion and log hut bewildered men listened to his words and saw, as they had never seen before, the darkness, the light, and the path; the wrong, the right, and the remedy.

Who was this man that came unheralded out of the West? Who was this man that rose above great statesmen of his day—who was as earnest as Phillips, as gifted as Baker, more profound than Seward, more wise than Chase, more logical than Douglas, more eloquent than Everett?

Who was this man that combined in one soul the simplicity of a child, the wisdom of a sage, and the foresight of a prophet?

Wheresoever among men there is a love for disinterested patriotism and sublime attachment to duty; wheresoever liberty is worshiped and loyalty exalted, his name, his life, his deeds are known. Today his image is in all hearts, his name is on all lips. That humble, loving, forgiving, sublime man was the rail-splitter of Illinois—sainted and immortal Abraham Lincoln—Abraham Lincoln, child of poverty, champion of freedom, savior of the Union.

Rejoice and give thanks to God. The dark hour of brotherly estrangement is gone forever. The Constitution of Washington and Jackson remains. The Union, strong and great, endures. The "government of the people, by the people, for the people" did not perish. The sons of America march all one way.

And for all these blessings we stand here today in this sacred place, beneath the one and only banner of the loyal heart, to pay the tribute of our veneration and gratitude and love to Abraham Lincoln.

CORNELIUS B. COLLINS, Superintendent of Imperial County schools, appointed two new rural supervisors for his county this fall. In September he appointed Miss Helen S. Thomas, formerly of the San Jose State Teachers' College faculty and for the past two years supervisor of schools in San Bernardino County schools. In November he added Miss Edith E. Redit. Miss Redit has had considerable experience as a teacher at Victorville, Covina, and Alhambra. She has her A.B. and M.A. from the University of California at Berkeley, where she carried on considerable work in administration. At California her thesis was on "The Valuation of Rural Supervision."

MERL C. TAYLOR, district superintendent of the Indio grammar schools, has an attendance now of 988, which will rise to more than 1100 pupils before the end of the year. Indio is a very favorable spot in regard to support of the schools. In the vote of the people to exceed the 5 per cent limitation on expenditures there were only two adverse votes, and they were supposed to be on account of wrong marking of the ballots. The system has three music teachers and much emphasis is spent on that line of endeavor. The main themes of this school year are various projects based upon the desert. Plant and animal and geologic collections are being made.

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PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Addresa all Communicstions to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.
Entered aa second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

WESTERN SCHOOL NEWS

Lewis W. Musick, son of E. L. Musick, principal of the Newark grammar school, has been appointed as registrar of the Oakland Polytechnic Junior College. He resigned from the science department of the Modoc County High School to accept the position. He is a graduate of Stanford University with a bachelor's and master's degree in biology and is also a graduate of the Oakland Heald College.

Joseph Dias, for thirty years principal of the Centerville grammar school, died suddenly in San Francisco on December 26. Before going to Centerville, he had been principal of the Alviso grammar school. Dias was an administrator with rare ability to pick out subordinates. He always had a corps of excellent teachers about him. Thomas Maloney, his vice principal for five years, has been appointed to fill the vacancy.

Joel A. Snell, one of the state's best known educators, died in San Francisco on December 15 at the age of 78. Mr. Snell taught in the California schools for twenty-seven years and spent thirteen years as superintending principal of schools in the Philippines.

The California School of Arts and Crafts, under the direction of Frederick H. Meyer, has issued a quarterly entitled "Arts and Crafts Affairs." The booklet is most attractive and gives very interesting information in regard to the students and work being done in the school.

Charles D. Jones, district superintendent of schools at Hermosa Beach, sent out a most attractive and interesting Christmas greeting under the title of "Thoughts of School, Home, and Christmas."

The President has inscribed a splendid photograph of himself "To the pupils and teachers of the United States, Franklin D. Roosevelt." Excellent duplicates, 9x11 inches, on heavy paper suitable for framing, will be available as inserts with the December issue of *School Life,* official monthly journal of the office of education. Those wishing a copy of this photograph should place their orders at once with the superintendent of documents, Government Printing Office, Washington, D. C. Single copies of *School Life* are 10 cents.

The State Board of Education authorized State Superintendent Kersey to have prepared a bulletin on geography covering information on Boulder Dam, the San Francisco, Oakland, and Golden Gate bridges, and other public works of great interest to the people.

The presidents of the state teachers' colleges and representatives of the various faculties held a very interesting session with the State Board of Education on January 11 at Sacramento. There was a discussion on the change of names and also on the important item of the budgets. It is interesting to note that figures show that the state teachers' colleges of California cost less per pupil in several cases than education in the high schools. In the several areas where our teachers' colleges are located, statistics show that it costs both the taxpayers and the parents less for a college education than if the young men or women were compelled to go to large centers. The friends of education everywhere hope that sufficient money will be available in the budgets of 1935–36 and 1937–38 to enable these institutions to train students for other than just the teaching profession.

Doctor Oliver P. Jenkins died on January 10, aged 84, at Stanford University. His last notable appearance was at Will C. Wood's banquet to the members of the School Masters' Club, prior to 1910. He has always been active in public school affairs, both as a lecturer at Teachers' Institute on natural science and in legislation for the betterment of school administration. He is the author of a number of books, including "Interesting Neighbors," a supplementary reader, and textbooks on physiology. Doctor Jenkins taught in rural schools, in the University of Indiana, and at Stanford University from 1891 until his retirement. He was always noted for his wit and good-fellowship.

H. P. Short, principal and district superintendent of Benicia schools, died recently as a result of an automobile accident. Mr. Short was very popular among school men. He is remembered during the days he was superintendent in Oroville as a kindly and generous host of all stray bookmen and educators who came his way.

The State Board of Education met at Sacramento on January 10, 11, and 12. All members were present except Allen T. Archer. Superintendent Kersey, executive secretary, appointed George C. Jensen, Sacramento City High School; A. H. Horrall, assistant City Superintendent of Schools, San Jose, and Marvin L. Darsie, dean of the department of education of the University of California at Los Angeles, on the Curriculum Commission. They take the place of Jacobsen, Moore, and Hockett, resigned.

DEATH TAKES D. C. WEAGE

Educator Passes After Week of Illness

Educational circles in California, Arizona, and Utah will be shocked to learn today of the sudden death of Densmore Chase Weage, 42, of 238 Waverly Drive, Pasadena, following an illness of only a week.

For a number of years Mr. Weage was engaged in educational work in Fresno County. He was a member of the County Board of Education for ten years and was Superintendent of Schools at Clovis, Cal., for six years.

A native son, born in National City, Cal., December 31, 1893, Mr. Weage moved to Tulare with his parents and lived there until nine years old. His father, the late Reverend Edward Densmore Weage, was Congregational minister there and later in Seattle, Wash., where they moved.

Mr. Weage attended the University of Washington and graduated from Fresno State College. He took post-graduate work in education at Stanford. During the World War he served for two years with the Twentieth Engineers, stationed on the Swiss border.

For the last five years Mr. Weage has been with the Laidlaw Publishing Company as a salesman of educational publications.

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By R. R. Rosenberg

A pace-setting course developed in the classroom of a certified public accountant, with fifteen years of experience in the teaching and accounting field. Published in pad form in 1932 and in book form in 1934. List price: Pad form—Part I, 60 cents; Part II, 80 cents; Text form, $1.40.

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By Bruce A. and Esther B. Findlay

A unique and successful method of teaching business ethics, business attitudes, and appreciations. A most effective and convincing way of presenting age-old truths and principles without tiresome moralizing or dull didacticism. List price: $2.00. (A charge must be made for sample copies.)

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HIGH PRAISE

New York "Times" Book Reviewer Gives High Praise to Stellman's "Mother Lode"

MOTHER LODE. The Story of California's Gold Rush. By Louis J. Stellman. Cover design and decorations by Paul Rockwood. Illustrations from photographs by the author and reproductions of old prints. San Francisco: The Harr Wagner Publishing Company. $2.50.

The Pacific Coast seems to be having an increase of interest in its obstreperous youth. For during the last year or two books about the gold rush, the early mining days and the Comstock Lode have notably been multiplying. This new one by a newspaper man and author who has been studying and writing about California for many years has added to the long list of such publications a volume that, because it is broadly based and is the outgrowth of much personal research, has distinctive value.

Its viewpoint is more comprehensive than is usual with volumes on these subjects and its treatment more thorough and detailed. Mr. Stellman's purpose has been to write the story, as far as it can be written, of California's development of gold mining, including its economic, mining, human, anecdotal values, from the gold-rush days down to the present time. But he does not believe that its history can ever be adequately written.

He goes back to the gold rush and tells about the stories of gold in California that circulated on the coast and in Mexico and among wandering trappers more than a hundred years ago, and he relates how in 1842 a vaquero named Lopez found gold in the San Fernando Valley in paying quantities. These placers were worked for several years, but they were not rich enough to attract attention or cause excitement, and Mr. Stellman gives to James W. Marshall the credit for putting "California on the map as a gold country" and starting "the greatest gold rush in history." But he does not dwell long or extensively on this phase of the gold development, although he tells the story of the discovery and the rush that followed with appreciation of its drama and its color. Up in the mountain fastnesses where some day would be Mariposa County was where, he thinks, the first quartz gold in California was mined and where the Mother Lode was discovered, probably, he believes, by Mexican miners from Sonora. And it is the Mother Lode, geologically extending 110 miles from Mariposa to Georgetown, with which his book is concerned.

He follows the lode through mountain region, stopping at all the places where mining camps and towns sprang up around gold outcroppings or placer deposits, and tells the story of each one, always with plenty of anecdotes and an odd mixture of mining lore and production statistics with tales of wild happenings and queer personalities. The author has searched out and put together the factors of many interesting historical episodes, some of them not well known. He tells with sufficient fullness the story of Frémont's ill-starred venture upon a huge tract of land in what is now Mariposa County, where he attempted to develop mines and lost 70 per cent of the gold in the reduction.

He takes the reader to Poker Flat and tells the story of the happenings that gave Bret Harte the inspiration for his famous story, with the caution in a footnote that there were two Poker Flats, the one where the story is scened, now a remote cluster of little ancient houses near La Porte, and the other in Calaveras County. There are tales of the bandits Murieta and Black Bart, of Mark Twain and Edwin Markham, of bullfights and duels and lynchings. The mining history is brought down through the period of the hydraulic method, of which there are many interesting details, and ends with the revival of mining that has come to the state with the recent increase in the price of gold.

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SCOTTISH MUSICAL PLAYERS

A DISTINCT novelty is promised by the management of the Columbia Theater for two weeks commencing with Monday, January 28. It is the Scottish Musical Players, now on their third tour of Canada and coming here for the first time with their unique productions of "Bonnie Prince Charley," "The Cotter's Saturday Night," "A Highland Love Song," "Tam o' Shanter," and "Beside the Bonnie Brier Bush."

The Detroit *Free Press*, in reviewing this attraction, said: "The brief visit of the Scottish Musical Players to the Cass Theater the past week proved an agreeable appetizer for long neglected theatrical appetites. The performance of "Tam o' Shanter" Saturday night and their repetition Sunday night of "The Cotter's Saturday Night" closes an engagement that will long be remembered for its unusualness by those who visited the Cass. Such artists are all too infrequent in the theater."

The Montreal *Gazette* said: "The Scottish Players presented "The Bonnie Brier Bush." The play has an appeal which is not confined to those of Scottish birth or descent. It is sufficiently appealing to provide entertainment for all who like something refreshing and wholesome."

THE USE OF BOOKS AND LIBRARIES

[*Extract from Bulletin No. 11,* by Helen Heffernan and Gladys Potter, on "The Effective Use of Library Facilities in Rural Schools."*]

THE SCHOOL and the community libraries serve two main purposes. They are a source of reference for those seeking authentic information, and a source of pleasure for those seeking books for recreation. They are not competitive, but coöperative agencies ministering to the varied needs of children.

Enrichment of the school curriculum has necessitated more and better books than the so-called "school books" used almost exclusively in schools until a decade ago. Current school practices make it imperative that children use *many* books. Classroom collections in progressive schools are not unlike juvenile collections found in children's sections of good public libraries, but the classroom collection is necessarily limited, both in type and in quantity. Teachers are feeling the need of central school libraries where larger collections of books than are provided in classrooms may be made available to children. These school needs and the interest in and emphasis placed on wide and varied reading, both for information and for pleasure, have stimulated both teachers and children to use public libraries more extensively. If books and libraries are to be used more extensively, it is obvious that greater care must be taken in teaching boys and girls how to us them effectively and intelligently.

It is desirable to help children make full use of school collections, to make them aware of the strengths and the limitations of school collections, and to stimulate them to a use of the public library where the collections are larger and more varied. To introduce children in their school life to the possibilities of the library and to help them to establish good library habits are the responsibilties of every teacher.

*The Bulletin is a valuable contribution to library service. It gives in detail instructions on the care of books, appreciation of books, how to open a book, how to evaluate a book, how to use a book effectively, etc. Copies may be secured by sending to the State Department of Education, Sacramento, Cal.

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NEW GEOGRAPHICAL MATERIAL

Haruko, Child of Japan. By Eva D. Edwards, Claremont City Schools, California, $1.12

This new forthcoming book on Japan for the third and fourth grades is an advance on any of the books so far published for children of those grades. Delightfully written, it gives a real look into the everyday life of Japanese children. The illustratons have been selected with a great deal of care.

Miss Edwards is one of the well-known educators in California. As teacher, principal, county rural supervisor, and city supervisor she has always made an impression wherever she has taught. This book is the result of a trip to Japan.

BOOK REVIEWS

The Romance of American Literature, by Reuben Post Halleck. Published by American Book Company, New York. Copyright 1934. 392 pages. List price, $1.40.

"The Romance of American Literature" is a book intended for senior high schools and the smaller colleges. In treatment the author has adopted the classification of authors on the basis of the reinterpretation of American literature as expressed in the studies of Parrington, Foerster, and others. In other words, the divisions of American literature follow in great part that made of the divisions of English literature, with emphasis upon the romantic period. The book is exceptional in that of its 392 pages it gives 123 to Twentieth Century literature.

The author states the book groups the authors in real "units," each of which signifies the dominant movement of a distinct age. The eight units developed are as follows: "America's Old World Heritage of Literature and Language," "American Colonial Literature," "The Emergence of the Nation," "The Early Romanticists," "The Flowering of Romanticism," "The Broader Field of Romantic Writers," "Transition," "Twentieth Century Literature."

The teaching material at the end of each unit includes summaries, references, suggested readings, questions and suggestions designed to develop imagination and independent thinking.

The book is interestingly written, and within the first 250 pages it develops the background of most of the standby American authors, with mention of several minor poets. The Twentieth Century Section is the most alive in its comments and valuation, and we wonder somewhat at the omission of the name of Joaquin Miller, the quality of whose work is evidently not known or appreciated.

Redirecting Education, Volume I, "The United States," edited by Rexford G. Tuxwell, Professor of Economics, Columbia University, and Leon H. Keyserling. Published by the Columbia University Press, New York City. Copyright 1934. 273 pages. List price, $3.

Issued December 17, 1934, this book is a discussion of the university's place in modern society. Volume II, to be published, is to consider the same problem in relation to Europe and Canada. The authors of the essays of this volume are or have been teachers in Columbia College, and all have been engaged in the comprehensive and coöperative course known as contemporary civilization, which was begun fifteen years ago as an experiment. This experiment has been considered successful in the task of relating courses to each other and to the outside world.

The content of the book presents five viewpoints by five different writers: (1) "Social Objectives in Education," by Rexford G. Tugwell; (2) "Social Objectives in the American College," by Leon H. Keyserling; (3) "Economics in the College," by Thomas C. Blaisdell, Jr.; (4) "History in the College," by Charles Woolsey Cole; (5) "Political Science in the College," by Joseph McGoldrick.

The extreme value of the book lies in the fact that, with Columbia professors more or less behind the scenes at Washington, some ideas may be gleaned of what may be the future progress of education in the United States.

Afternoon Neighbors, by Hamlin Garland. Published by Macmillan Company. 589 pages, 6x9. Price, $2.50.

This is the fourth of Mr. Garland's series of reminiscences of which the previous three were "Roadside Meetings," "Companions of the Trail," and "My Friendly Contemporaries." Mr. Garland, now a resident of California, is one of our most popular writers and is very generous in his treatment of his contemporaries. He gives interesting personal mention of Zona Gale, Booth Tarkington, Hugh Walpole, Stewart Edward White, George Sterling, John Galsworthy, John Drinkwater, Gilbert Parker, and many others whom he designates by the appropriate title of "Afternoon Neighbors." Garland writes with delightful freedom. No matter whether he is telling about dinner with Robert Millikan, buying a lot, moving into a new house, Thanksgiving Day among the olive trees, a walk with Henry Ford, or personal contact with Mary Pickford, he is always fascinating. As a foreword, he uses the poem "As the Shadows Lengthen," the last three lines of which read—

"I have mistrusted age, but now it may befall;
That in such grateful gloaming I shall sleep—
And waking find a golden sunrise over me."

Modern World Readers, by Wendell W. Wright, Ph.D., Professor of Education, Indiana University; Ralph N. Tirey, President, Indiana State Teachers' College; Faye Crites, Teacher Public Schools, Bloomington, Ind. Published by Johnson Publishing Company, Richmond, Va. Fourth Reader, "Pioneers," 416 pages, 84 cents list; Fifth Reader, "New Paths," 448 pages, 88 cents list; Sixth Reader, 512 pages, 92 cents list. Copyright, 1934.

These readers have a content based upon the philosophy that the satisfying solution to our life problem is found in establishing the right human relationships. Service to others is stressed, and the success of the individual in terms of the group is contrasted with the outworn ideal of individual success at the expense of the group. The content consists of recreatory, narrative information, and study types. The human interest stories and poems are new and of the vigorous type, expressing the adventure of everyday living and pointing out the heroic in the seemingly commonplace.

The first book of the series, "Pioneers," contains the following units: "Modern Pioneers or Heroes of Today," "Transportation," "Communication," "Animal Stories," "Health," "Industries and Occupations," "Meeting Life Problems," "Holidays," "Pioneers of Yesterday." The concept of pioneers as being both "frontier thinkers" and "frontier doers" is developed through the wide variety of appropriate stories. The second book of the series "New Paths," a fifth reader, is developed through the following units: "Adventures in a Modern World," "Scouts, City and Country," "Holidays," "Industry and Occupation," "The World Outdoors," "Health and Citizenship," "Homes Near and Far." The concept of pioneers is further developed with the constant implication that modern everyday life is a thrilling adventure, and that never in the history of the world has there been greater opportunity for the young pioneers than now. The sixth-year book, "Trails Beyond," continues the theme of the first two books of the series, with emphasis upon the pioneers of the future. The units presented are: "New Stories of Animals," "Adven-

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tures at Sea," "Occupations," "Our Lands and Other Lands," "Communication," "Living and Doing," "Leisure and Recreation."

The books are well printed in large, clear type and are appropriately illustrated with benday pictures. The reception of the series has been more than usually successful. Both Texas and California have adopted the sixth reader, "Trails Beyond," as a basic reader.

BAG O' TALES, by Effie L. Power. Dutton. Price, $5. A useful selection for those wishing "to tell stories which will give joy to children and lead them to love good books." For the story-teller.

Donner Party Fiction

IN SPITE of the fact that Hoffman Birney has told a tragic legend dramatically and rather convincingly in "Grim Journey," he has perpetrated a grisly jest upon his readers by attributing to a real person, long dead, a record which he never wrote, filled with details that never existed.

"Grim Journey" is described as "A novel of fact," but one cannot entirely escape a suspicion that it is foundered rather than founded on the facts of the Donner Party. The founding is done on C. F. McGashan's "Story of the Donner Party," pubished in 1879. McGlashan personally interviewed most of the survivors of the ill-fated wagon train which was snowed in during the winter of 1846–47, and which resorted to cannibalism—eating the refrigerated bodies of those who perished of hardship and hunger before rescue came.

The "foundering" of fact is due to the perfervid imagination of the author, which extends the known truth in a great variety of ways and imputes to some of the Donnerites the grossest and meanest of traits without apparent justification. He has made monsters, for instance, of Pat Breen and his wife, whom other and earlier historians—admittedly closer to source material—have portrayed as decent enough people. And he has ennobled others who seemed scarcely to deserve such apotheosis. All of which were legitimate enough, if their actual names had not been used. "Grim Journey" is, therefore, a confusing conglomeration of truth and romance which purports to be history and gives the reader, as far as background and fundamental fact is concerned, a coherent and not illogical story of the Donner party's trials and reactions, but which is almost completely suppositional and deductive in so far as the life-pattern is concerned.

Author Hoffman's rather contemptuous dismissal of McGlashan's story—without which "Grim Journey" could not possibly have been written—as "mawkish in its mid-Victorian sentimentality; grossly inaccurate in many of its minor details" is scarcely a gracious touch. On the other hand, Hoffman's painstaking investigation of the route taken by the Donner party and his reconstruction of the scenes through which it passed, are to be commended.

MRS. LILLIAN HULBERT GIST, who is eighty years of age and the mother of eleven children, is a student at Claremont College, Southern California. Mrs. Gist has an A.B. degree and is studying for her master's degree, which she expects to receive next June. Mrs. Gist is the mother of Doctor A. S. Gist, president of the State Teachers' College at Arcata, Cal., and a well known author of educational text books.

"MISSION BELLS"

Made Subject of Engrossing Book

THE MISSION BELLS OF CALIFORNIA, by Marie T. Walsh. The Harr Wagner Publishing Company, San Francisco.

California has one distinction that no other state can claim, her string of missions beginning at San Diego and extendng northward to Sonoma County along what will be forever known as the King's Highway. Some have been renovated or restored. Others like that at Pala, still used largely by the Indians of the neighborhood, are very much as they were when first constructed by Franciscan Fathers.

Many books have been written of them. But not one, so far as can be discovered, has been devoted to the subject into which this particular volume delves with such a wealth of detail—the bells which first rang out the Christian message in a pagan land and those which still peal out the gospel hope from the mission churches.

The author has devoted five years, not only to getting every bit of data that tradition and chronicle alike could yield, but also to securing photographs of some of the more famous bells. These she has included to increase the attractiveness of her volume.

It would be an idle task to attempt to describe in the limited space of a book review the delightful as well as interesting character of "The Mission Bells of California." There is romance and even mystery as well as picturesqueness in the tales of some of these bells. And the same may be said truthfully concerning the chapter devoted to the towers which support and protect them. And finally there is a chapter on the inscriptions to be found along the El Camino Real as well as anecdotes of some of the most famous bell ringers.

Altogether this is a notable addition to California mission bibliography. — *Sacramento Bee.*

THE WESTERNER is a new publication issued by the Westerner Publishing Company, Inc., 609 Mission Street, San Francisco. The first issue will be on the newsstands on January 22; price 10 cents. *The Westerner* is highly illustrated, has sparkling editorial content, and is a new type of magazine for the West. It will have a strong appeal to the residents of Nob Hill and high-class suburban districts. While nationally famous writers will contribute, the editors will give a break to the new writers. *The Westerner* will be devoted to that which is best in the social and business life of the Western states.

HONORABLE WILL C. WOOD, ex-State Superintendent of Schools, State Superintendent of Banks, and at present vice president of the Bank of America, Oakland, has been critically ill for several weeks. His many friends hope for his immediate recovery.

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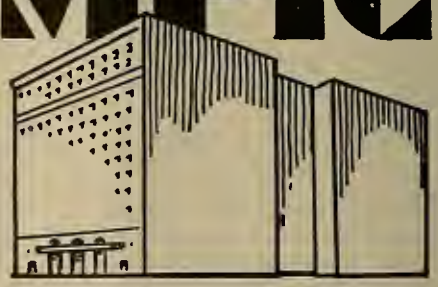

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL,
County Library Organizer, State Library.

An Answer to a Librarian's Prayer

By MARJORIE H. KOBLER,
Librarian, San Diego County Free Library.

Last December, when we heard the good news that it might be possible for libraries to receive help from the government under the Civil Works Administration, we began to make plans for a project. The outstanding need in our library was to have the great number of worn books mended and placed back in circulation. We made up a project asking for fifteen women. It was approved by the Board of Supervisors and also by the CWA Board, and in three weeks' time fifteen women were sent to us. None of the women had ever done book mending before, but all had been accustomed to using their hands. These women were taught to mend, and most of them have been working with us for a year and feel that they now have really learned the art of book mending. At the end of a year's work they have mended, lettered, and lacquered 17,433 books.

When it came time to set up a new project under the new State Emergency Relief Administration, we had thought of a great many necessary things to be done. This new project was sent in, asking for twenty-eight women. This was approved, and in addition to the bookmenders we asked for typists and picture mounters.

For a great many years, when the old magazines were returned to us from the branches, we had been going through them and clipping them. We had been saving pictures and especially all the material we could find for school programs for the holidays. We had always thought that some time we would mount all these pictures and sort and make pamphlets of all of the holiday material. In a busy library that time never came, but with this additional help we have been able to make a large hole in the four huge boxes of unsorted material, and 6614 pictures have been mounted, classified, and filed. With the new unit method of teaching the social sciences, the schools have made very good use of our picture collection. When a grade has been studying India we have been able to give the schoolroom the atmosphere of India by sending gay-colored pictures to that school. This is true of most of the other countries and also of the farm, home, and community life units for the primary grades. Pictures of policemen, firemen, and milkmen have given the child in the isolated districts a mental impression of that part of community life of a city.

San Diego County schools are using the new state courses of study in social science, reading, oral and written expression, and science. It was necessary to have a complete bibliography in one straight alphabet of all of the valuable references in these courses of study. A bibliography on cards has been made for all four courses of study. On the card is the following information: Author, title, publisher, subject, grades in which the book should be used, and whether the book is for the children's use or for the teacher's use. This complete bibliography has become an invaluable part of the school department.

We have had bibliographies made for the supervisor of physical education and also for the music supervisor. The supervisor of physical education now has an alphabetical list by title of all of the music records which are usable for physical education and the number of copies the library has of each record. The alphabetical list of records and the number of copies owned by the library is almost completed. When this is completed and in the hands of the music supervisor, it will simplify a great deal of the work of advising the teachers which records will solve their individual problems.

Something else we had always planned to do in some far-distant future was to check a list of sources of free and economical visual aids, and send for some of the material. One of our typists wrote eighty-six letters asking for posters and pamphlet material from foreign railways and chambers of commerce. We received about two hundred large posters, which have been mounted on chipboard, bound with *passe partout* picture binding tape, and waxed. These posters are being used in the schools and also in the branches to brighten their walls.

When the old copies of the *National Geographic Magazines* are returned to us they are torn apart and pamphlets made of the usable articles. About eight hundred of these pamphlets have been sewed, a piece of brown paper used for front and back fly sheets, put into a piece of double binder, and then placed in a cover of red rope. The subject is lettered on the outside cover and the pamphlets are filed in the pamphlet file. The schools have liked these and have found them very useful. We have tried to obtain as many of the articles listed in the state social science course of study as possible, so as to correlate our pamphlets with the units of work.

One school liked the idea of our pamphlets so well that the principal sent out a request asking the community for old copies of the *National Geographic Magazines*. Over a hundred copies were received, and the principal then came to us and asked how he could put through a project to have his magazines made up into pamphlets as we had done. He also asked if we would supervise such a project. The school was some distance from our headquarters, making it impossible for us to supervise such a project, or to send any of our workers out to the school. We made arrangements with the principal for the school to purchase the necessary supplies and send the magazines in to our headquarters, where the work would be done by one of our workers. He presented the matter to his school board, and they were more than glad to allow the expenditure for supplies. We brought the magazines in and had them torn apart, sorted, and the usable articles taken out. One hundred pamphlets are almost completed and will be lettered and all ready for use soon.

When the old copies of the Western Journal of Education, *The Instructor,* and *The Grade Teacher* are returned to us from the schools, we make a different type of pamphlet. These magazines are very carefully clipped for holiday material. The clippings are assembled with the thought of the one-teacher school in mind. That is, each pamphlet contains a play, some recitations, some stories, some handwork, and some music. This makes it possible for the one-teacher school to plan an entertainment from this pamphlet. After the clippings have been assembled, they are arranged in a U-File-M binder and placed in a pamphlet made of rhinocerous cover. A picture is then pasted on the cover and the pamphlet lettered. The teachers feel that these holiday pamphlets are very helpful as well as very attractive. Fifty of these pamphlets have been completed under this project.

Looking back over the year's work has made us realize how much valuable material, not in a usable condition, has been put in shape and is now in use. We feel that if we are able to have another six months of this help we shall have all of our material in condition to be used, all of our books mended, and back into circulation. If this is accomplished, it will be the answer to a librarian's prayer to have all of her material in use.

Mending Books

Notes

Miss Anne Bell Bailey, librarian of Tehama County Free Library since October 1, 1925, tendered her resignation recently to the county board of supervisors, to be effective January 1, 1935. Miss Roxie Hall, first assistant, Monterey County Free Library, was appointed to succeed Miss Bailey.

Miss Mary Harris, county librarian of the Webster Parish Library, Louisiana, was a recent visitor in Fresno. Before going to Louisiana Miss Harris was a member of the staff of the Fresno County Library and later served as librarian of the Sisikyou County Library.

According to a statement made by a member of the Rosenwald Fund Board, Louisiana has in the Webster Parish Library the outstanding county library demonstration in the South of service to a rural area, including service to the schools and to both races.

The Louisiana Library Bulletin, Vol. 1, No. 1, was issued December, 1934. Its editor is Miss Essae M. Culver, executive secretary of the Louisiana Library Commission. The purpose of this interesting bulletin is to record news of librarians and library progress throughout Louisiana and to bring to the attention of its readers items of outstandign interest in the library world.

Miss Culver is well known in California, where she was successively librarian of Glenn, Butte, and Merced County Libraries, and also served on the staff of the State Library.

A VERY CLEVER play entitled "The Librarian's Tea Party" has been written during the present school year by the sixth, seventh, and eighth grade children of the Almaden Union School of Santa Clara County, under the direction of Evelyn Teal, the seventh-grade teacher. The ideas were taken from Elizabeth Hamilton's "Mother Library's Tea Party" (Wilson Bulletin, Vol. III, No. 17, January, 1929, and songs were obtained from various sources. This school is a branch of the Santa Clara County Library.

Value of the Elementary Library

OUR ELEMENTARY school library has established a definite trend from limited textbook toward broad library experiences. It facilitates careful correlation of book material with the classroom work. In other words, "it gets the right book to the right child at the right time." No other single factor contributes in such full measure to the child's spiritual and mental growth.—*Della Marie Majorowitcz, Principal Jane Addams School, Long Beach.*

The elementary school library is the one "real life situation" in the school created environment. Attitudes, habits, desires and ambitions there created, fostered or modified will prove of lifelong benefit and satisfaction to those who today are getting this most valuable experience. Too few today know the companionship of books in the development of ideals of life, in their scheme of evaluations, and in the whole range of cultural growth. The library helps us to appreciate the good, the true, and the beautiful.—*Vincent I. Correll, Principal U. S. Grant School, Long Beach.*

Why I like the library for children:

1. I like them to have the atmosphere of good books and good reading.
2. They see interesting looking books and want to know what they are about. They like to know that maybe they can read those books themselves.
3. They get the idea of being quiet in the library and respecting other's rights.
4. Care of the books develops an idea of responsibility.
5. They learn where to go to find something to be found in books.

Why the children like the library:

1. It gives them a grown-up feeling.
2. They love to look at new books.
3. They like to find words they know.
4. They like relief from their teacher.
5. They like the librarian.
6. They like to look at pictures.—*Lucille Tysseling, First Grade, Jane Addams Elementary School, Long Beach.*

Certain attitudes to be developed from exposure to books and reading situations in second grade are—

1. Liking books.
2. Liking to listen to reading of stories.
3. Curiosity about new books.
4. Desire to take good care of books.
5. Curiosity about words and sentences.
6. Liking to find pictures in books related to the immediate interest.
7. Satisfaction in ownership of books.
8. Satisfaction in sharing books with others.
9. Desire to read.

The class created an atmosphere of cooperation of its members and learns good habits and attitudes which carry over from grade to grade.—*Lillian Browning, Second Grade, Jane Addams Elementary School, Long Beach.*

The library has been a great help to us in many ways. It is always ready with necessary material on practically any subject when it is needed for immediate use. I find that this is most necessary because so many questions arise during the major unit period that one does not have previous opportunity for the proper answer. It gives an opportunity for children under the guidance of the librarian to find answers to their problems, on their own reading level. This seems to me one of the greatest helps a school can provide for the teachers and pupils.—*May Wall, Jane Addams Elementary School.*

To me, the library is the center of all activities. There is no other department in any school which contributes to the formation of the right ideals and attitudes as the library does.—*Miss Armstrong, Frances E. Willard Elementary School, Long Beach.*

The convenience of having a library in our school is invaluable to elementary children. A trained librarian can usually do more to interest children in reading than the teacher. With books and reference material selected on the lower grade levels for them to choose from and refer to, it makes it possible for every child to acquire the love of good literature and the technique of research. In teaching social studies in the lower grades it is very important to have numerous sources from which to obtain information, and the school library meets this need perfectly.—*Vivian Nett, Frances E. Willard Elementary School, Long Beach.*

1. I expect the library to assist in teaching social conduct, quiet, respect for the rights of others, sharing of material, coöperation.
2. Supplement the reading of the classroom and guide selection of books.
3. Supply us with reference material.
4. Open up wide and new fields of information to the child.
5. Stimulate interest in good books.
6. Teach qualifications of a good book and promote the art of conversation through discussion of books read.—*Margaret Jackson, Jane Addams Elementary School, Long Beach.*

"In what way have you found the school library helpful?"

This was the question our librarian asked me. Well, I honestly do not know how I ever taught school without the library. I use the library so often and for so many different things that I could not begin to enumerate them. But, if I were confined to answering in just a few words, I would be sure to include the following:

1. The help in a unit of work is invaluable. We get books and pictures. We use encyclopedias constantly in our research work. We follow up the unit by choosing fiction connected with it for independent reading. In our colonial unit the children read "Hitty," "Hoosier School Master," "Colonial Twins," etc.

2. I have found it a great help in teaching a love of reading. We have one day a week for library reading. The children wouldn't miss this day for anything.

3. The books in our school libraries are so well chosen that I believe it is teaching the children to love the good in literature. If so, our newsstands will be forced to get rid of a great deal of the trash they now sell as reading.—*Myrtle A. McCoy, U. S. Grant Elementary School, Long Beach.*

The definite service that the library gives to the elementary boys and girls is invaluable from the cultural standpoint. It provides the best in children's literature and our efficient librarian suggests interesting books to inquiring children. Added to this, the children have the privilege of reading in a charming room where the atmosphere is wholesome, artistic, and satisfying.—*Genevieve Cropper, U. S. Grant Elementary School, Long Beach.*

FAMOUS REVUE AT THE CURRAN

Ziegfeld Follies, With Fannie Brice and the Howard Brothers, With Large Troupe

WHAT is the most important theatrical attraction that has ever been scheduled to appear in this section will be seen at the Curran Theater for a limited engagement, starting Thursday, January 10, when the Ziegfeld Follies, with Fannie Brice and Willie and Eugene Howard, supported by a company of over 100 persons, including the justly celebrated "glorified" girls of Ziegfeld fame, holds forth.

Not only is the world-famous attraction the first big musical show to reach this territory in many moons, and likewise the only revue booked to appear this season, but it marks the first time in history that the "Follies," with its original New York and Chicago cast and production, has sallied forth from the large Eastern cities for a tour of the country from coast to coast.

The personnel is identical with that which appeared during the season-long run at the New York Winter Garden and later for three months at the Grand Opera-House, Chicago. In point of sheer magnitude it surpasses any theatrical outfit that has gone on tour in the past two decades. A special railroad train of eleven cars, including six double-length baggage cars and five Pullman sleepers, are required to transport the company and paraphernalia from stand to stand.

When the "Follies" terminates its season at Boston early in the spring it will have covered engagements in forty-five states, paid out over $100,000 to railroads and transfer

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AN EGYPTIAN DINNER

THE SEQUOIA CLUB gave a dinner in honor of Honorable Ali Foad Toulba, Consul-General of Egypt, on December 20. There were one hundred thirty guests, and the menu was typically Egyptian. A toast was given to the King of Egypt, and in response the Consul gave a beautiful tribute to the President of the United States.

Honorable Ali Foad Toulba gave an eloquent speech on Egypt, placing special emphasis on its historic background and its present development in the production of agricultural and horticultural crops and the improved condition of the farmers. He also made special mention of the educational advancement among all the people during the past decade. Mr. Toulba, in closing, paid a splendid tribute to the King of Egypt and his country. The Consul is not only an eminent scholar, but an author as well.

John Cuddy of Californians, Inc., in writing to Mr. Toulba, stated: "I was so impressed by your talk last night that I cannot let this morning go without saying something about it.

"Your address on Egypt constituted the best presentation of his country that I had ever heard a consul make in an address in San Francisco.

"The large audience at the exclusive Sequoia Club must have been inspiring to you. Personally, I think your address was brilliant. The facts you presented about Egypt were judiciously selected to give a comprehensive idea of the nation today without overburdening your presentation with the factual. Your humor was delicious and the organization and style of your presentation stamped you as a master of the *raconteur's* art. The thing that impressed me most was your profound and fiery loyalty to your king and your very evident deep love of Egypt and her people. While your whole talk was fascinating, it was in the passages dealing with your king and the place and ambition of Egypt in the modern world that your true meaning showed forth most brilliantly."

Elliott Epsteen, vice president of the club, presented on behalf of the club a beautiful picture of the Redwoods of California to the Egyptian government. The picture was painted by Helen Allred, an artist member of the club, who is noted for her fine modernistic paintings of the redwoods. Harr Wagner, president of the club, presided. Among the guests present were the following: Honorable Consul-General of Columbia and Mrs. Rebolledo, Honorable Consul of Uruguay and Mrs. Rivera, Messrs. and Mesdames John Cuddy, William L. Montgomery, Bertram E. Alanson, John Thompson, James Hutcheon, Doctor and Mrs. Victor G. Vecki, Messrs. Marion Vecki, A. H. Seoud, Vice Consul of Egypt, A. F. Saifi, M. M. Salaki, Hussein Nassif, Kamal Stino.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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A fourth grade book, beautifully printed, that gives a colorful picturization of the early Indian and Spanish life on the Pacific Coast. 235 pages. List, $1.50.

II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

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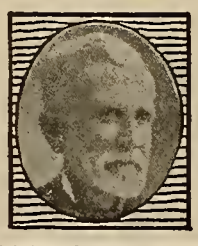

NEWS AND COMMENTS - - BY HARR WAGNER

Adult Education.—The most important phase of education today is that which has to do with the training of men and women past thirty years of age. At sixty we do not seem to be receptive to new truth and base our conclusions largely on our own experience and environment. It is just too bad that truth does not radiate more through the most important of our biological senses—the sixth sense.

We should teach people past thirty years of age the proper interpretation of citizenship based on politics, religion, and economics. Children under twenty years of age are interested in self, in new experiences, and in play. Some get knowledge because they want to know—that is base curiosity; some get knowledge because they want to be known—that is base vanity; some get knowledge because they want to edify others—that is charity indeed.

There should be universities founded for men and women of full maturity. A new generation of men and women would be given to the world whose culture and activity would save us from the present breaking down of our religious, economic, and educational systems. Children brought up in the environment of culture will not then have to spend years in the formation of habits of correct speech and intelligent reading and in new social environments. The man who said that, if he had the training of a child the first six years of its life, he would not care for all the other years, was wrong. If the government trained the adult population in a scientific manner, many of our problems of citizenship would be solved.

Vital Speeches.—This is the name of a new periodical devoted to the leading molders of public opinion. We are particularly interested in John Dewey's speech "The Teacher and the Public." While never a great admirer of Dewey's educational philosophy, we must admit admiration for his very clear statements and good Anglo-Saxon language. He asks the question "Who is the worker?" He concludes "Teachers are in the same boat with manual workers, white-collar workers, and farmers. In union is strength, and without the strength of union and united effort the state of servility of undemocratic administration, adherence to tradition, and unresponsiveness to the needs of the community that are also pointed out in the same document will persist." We have always believed that the teachers belong to the professional class. Their attitude toward the community and the community's attitude toward them is quite different from that of the farmer, the manual laborer, and the clerk. In the eighties, the privileged class were the capitalists, and the professional class included only doctors, lawyers, and religious leaders. The reverse is now true. The privileged classes are the manual laborers, the policemen, the civil service employees, the soldiers, and the employees of large corporations.

Selling Education.—California is sold on education. The reports of those who have interviewed the powers that be are favorable. The committees on education in the Assembly and the Senate are composed of fair-minded men. Education, however, is more than a state-wide proposition. It is national. It is international. It is not only for children, but for men and women in active life. Adult education, night schools, projects, forums, movies, university extension courses, must have a new economic slant. We must crack down on prejudice, on race hatred, and on a lack of consideration for progressive measures. We must promote social justice by giving consideration both to the working man and the capitalist, to the privileged and the non-privileged classes. Public-school education must stand for social justice. At the present time the taxpayer needs the assistance of the privileged classes.

The School Board.—In California, we have school boards and school trustees. The duties of each board are about the same. They elect teachers, purchase supplies, hire janitors, contract for school buildings and property. As a rule they serve without pay. To a member of a school board, it is a real job. We have contacted school boards more or less for the past fifty-six years as teacher, superintendent, official editor, and school board member, and we believe that 98 per cent of them are honest and faithful to their duties. It speaks well for our citizenship when men and women are willing to serve the public in the interest of education without pay. We would have to consider our general education a failure if our school districts could not supply men and women honest, capable, and intelligent enough to conduct the schools in their areas. We have, therefore, always taken an active part against placing our public school interests in a central board. The training of men and women in citizenship in the service of the schools is a fine test of our republican form of government. The school district is the smallest unit of our government and is a fine example of citizenship in a crucial test.

State Colleges.—The presidents of the various state teachers' colleges are making a successful campaign for liberal budgets, a change in name from teachers' colleges to state colleges, and a larger scope of activity in the regular college field. The Carnegie report on higher education in California and the report of California's Commission on Higher Education have aroused the friends of these institutions to fight not for a smaller but for a larger scope in growth and service. The presidents of the colleges are as follows: State Teachers' College of Chico, Aymer J. Hamilton; State Teachers' College of Fresno, Frank W. Thomas; Humboldt State Teachers' College, Arcata, Arthur S. Gist; State Teachers' College of San Diego, Edward L. Hardy; State Teachers' College of San Francisco, Alexander C. Roberts; State Teachers' College of San Jose, T. W. MacQuarrie; State Teachers' College of Santa Barbara, Clarence L. Phelps.

Louis J. Stellman, author of "Mother Lode," was the guest speaker at the Gelber Lilienthal Gallery, San Francisco, on February 5. There was a good attendance, and the audience was much interested in Mr. Stellman's very fascinating stories of the Gold Rush days. The American Library Association has listed this book in the March issue of "The Booklist." The book continues to be one of the best sellers.

The Milwaukee public schools, under Milton C. Potter, Superintendent, continue their steady progress, with such able assistant superintendents in charge of various departments as Doctor W. W. Theisen, of research; Reinhardt H. Ruhnke, specializing in reading; William C. Knoelk, in social studies, and Mr. Clemens, in arithmetic.

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Miss Richards spent many months in Mexico collecting material for the book. Miss Richards is also author of "Our Californa Home," adopted fourth grade social studies text for the State of California. Miss Landázuri is a Mexican writer and educator of distinction.

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VOL. XLI, No. 2 SAN FRANCISCO, FEBRUARY, 1935 PRICE 15 CENTS

*SOURCE MATERIAL FOR ARBOR DAY

TREES

BY KARL HAZELTINE
State Teachers College, San Jose, Cal.

Historical.—It is particularly appropriate that we should study trees at this time of the year, because it will soon be Bird and Arbor Day. The word arbor means tree, and Arbor Day is the time when many of the people of California plant trees.

First Arbor Day.—It was sixty years ago that the first Arbor Day in the United States was celebrated, although many people in other countries had observed tree-planting days before that time. Nebraska, where there are great plains and very few native trees, was the state where this day originated. J. Sterling Morton thought that it would be a good plan to have the people of his state, Nebraska, plant trees and shrubs so that they might have the joy and pleasure which comes from having trees, greenery, and flowers. A little later the people of Nebraska decided to make this celebration an annual event and plant trees on the birthday of Mr. Morton. His birthday came on the twenty-second of April. The idea soon spread until today every state in the Union has a day set apart to plant trees.

The First Arbor Day in California.—A school man, a poet, and a public-spirited citizen were responsible for the first Arbor Day in California. In the fall of 1886, Joaquin Miller and Harr Wagner conceived the idea of having the children help in planting trees to beautify the barren spaces of Goat Island and that area at the Presidio known as Fort Mason, in San Francisco.

They finally conferred with Adolph Sutro, who furnished the trees. Professor E. J. Wickson of the University of California offered some trees and valuable suggestions. The plans matured, and on November 27, 1886, many notable men met and helped the children plant the trees. A great cross was planted on Goat Island. Mr. Sutro liked the idea so much that he planted his estate out near the Golden Gate, and now all San Francisco enjoys Sutro's Forest.

In California it was decided to combine bird study with that of trees and to make conservation the motto, and so we have our Conservative Bird and Arbor Day. Mr. Morton's birthday came too late in the year for us to use that date, as here in California we have an earlier season than they do in the East. After a study of the situation in 1909, it was decided to hold the California Bird and Arbor Day on March 7, Luther Burbank's birthday. California wished to honor Burbank in the same way that Nebraska desired to honor Morton. Schools are supposed to have appropriate exercises for Bird and Arbor Day.

Luther Burbank was a splendid choice, as he was a man who had given the greater part of his life to the improvement of plants. He had been a poor boy, but he had been able to see things in nature, and had the ability to notice the changes which nature worked out in plants. Not only this, but Luther Burbank was not afraid to work hard and continuously to bring about his success. He has given to California better potatoes, more delicious fruits, pitless prunes, also larger and sweeter plums, and spineless cactus. These are but a few of the new creations in plant life which Burbank has given us. It is therefore fitting that we should hold our tree-planting activities on Burbank's birthday. Would it not be a good idea to plant a group of trees now, so that when 1972 comes, you could celebrate the centennial of the first Arbor Day in your own grove of trees, which you have planted

Planning for the Planting.—There is no more reason why people should plant trees without a plan than they should build a house without planning. If you should be looking forward to having a real Bird and Arbor Day celebration, there are many things which you should begin to plan for now.

In the first place, be sure that you have room for the tree which you want to plant. Some trees need much more room than others. In the next place, be sure that the place you have chosen has the right type of exposure and soil. It will be seen that a tree which naturally grows near the stream, as a sycamore, will not do well on some dry hill; at the same time, a tree such as a canyon oak likes a dryer exposure.

If there are no trees or shrubs around the schoolhouse or your home, it might be well to see which plants would be best to place next to the house. As a rule, those which grow taller should be nearer the building, and those which are shorter in front of these. If the school has no water to use for irrigation, and the soil is dry, it might be well to make a "Chaparral Garden." This would make use of such plants as are naturally found in the dry places, such as manzanita, wild lilac, holly leaf cherry, sage brushes, greasewood; and certain flowers, such as Indian paintbrush, pitcher sage, sticky monkey flower.

The association of plants which would do well in damp places might include alders, sycamores, bay trees, elderberry, and willows.

Procuring the Plants.—One must be careful if he is going to advise people to procure their plants from the territory around the school. Some will not respect the rights of others and will go onto a man's land and dig up trees without permission, but this is not necessary. Very often, if you keep your eyes open along the highway where the roads are being widened, you may find small trees which have been carried down in the soil from grading. There is one boy who found along the highway, on his way to school, some fifteen trees. He was a wide-awake fellow, and when he found the trees, he wrapped them in wet paper to keep them from drying out. Then, as soon as possible, he planted them in old tin five-gallon cans. Of course he put holes in the bottom of the cans for drainage. When it was time to plant the trees, he cut the cans down two sides, pulled the tin off, and planted the soil, tree, and all.

There are many nursery men who will make special prices to schools. We do not have to depend upon native plants. There are many trees and shrubs that may be used which are native of some other country. Thus the planting may take on an international character. Eucalyptus trees from Australia,

walnut trees from Persia, pepper trees from South America, and the Ginkgo trees from Japan are some which might be included. Still another way to get the plants is to have the various children bring a small shrub or tree of some sort from home.

Planting the Trees.—After the places for the trees have been decided upon, the next step is to prepare the ground for planting. If the ground is uneven, it should be leveled. The place for each plant should then be marked with a stake. Now procure a stick one by three inches, and five feet long. Cut out a square from the ends on the same side of the stick, two by two inches. On the opposite side of the stick and in the exact middle, cut out a notch two by two inches. Call his last cut A, and the cuts on the end B and C. Put this stick or yoke so that the hole A is over the stake marking the place where the tree or plant is to be placed. Put a stake in holes B and C. Now remove the center stake and dig the hole.

The hole should be dug about two feet square and two feet deep for small trees, and greater in size if the trees are larger. When digging, put all the top dirt on one side and the bottom soil on the opposite side. Be sure the piles of dirt do not interfere with the two stakes which are marking the place where point B and C come.

Place the yoke back on the two stakes, and place the tree so that the trunk will be in the notch A. This will place the tree in the same position in which the original stake was. Hold the tree and put in the top soil around the roots. If it is noted that any of the roots are broken or searred before planting, be sure to remove the injured parts with a clean sharp cut. After the plant is in the ground, it is well to pour some water around the roots, in order to get the soil close around them.

After planting a tree, be sure to cut the top back, if it is possible to do so without spoiling the shape of the tree. The roots will not be able to gather much food and moisture for a while, so it is essential to cut down the amount of moisture that would be needed if the top were left without cutting.

It is well to remember that the feeding root hairs are found just back of the growing tip. If it is possible to dig down and root prune the tree, that is, to dig a trench around the plant about two or three feet from the trunk and cut off some of the roots and fill up the hole, the plant will grow some new feeding rootlets before it is taken from the ground. This will help it to become established later when planted.

Protecting Trees.—After the trees are planted, it is well to protect them from excessive heat. So many times the tree will not have any leaves when it is planted, and the sun will burn the trunk and cause the bark to break down. This may cost the life of the tree. Paper wrapped around the trunks of small trees is a very good protection.

There are certain animals which will injure the trees if one is not careful. In some places the rabbits are a source of annoyance. If they are bad and one desires to protect the tree from them, it is possible to make a cylinder of small chicken wire around the tree.

The Uses of Trees.—Trees are very useful to man: He eats the products of trees, such as fruit; he builds his homes of trees, in the form of lumber. He uses wood for fuel. Wood is used for sports, as baseball bats, tennis racquets, and hockey sticks. The newspapers we read are printed on paper made from wood. We even get sugar from maple trees. If trees were not so useful for the things mentioned, they would still be worth while. A country without trees is a desolate looking place—without shade, without green foliage, and with few songs birds.

It would be interesting to make a list of all the things you could think of that are made from trees.

Kinds of Trees.—It will not be possible for us to name all the trees which grow in California. There are two large classes, however; those which are native and those which are introduced. There are certain trees introduced now which may have been native in the past. Lyman Daugherty in his

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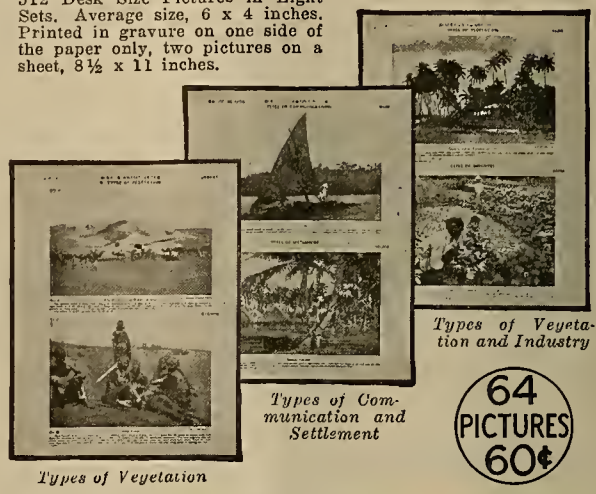

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study of petrified woods thinks that some of them were trees which no longer grow as native trees, but must be introduced. This shows us how plants have changed their places of living when conditions change.

Just to give the reader an idea of some of the native trees and some of the exotic or introduced trees, the following summary is made:

Acacia—The acacia which we enjoy so much this time of the year is one of some 450 species. Some of these are large trees, some are shrubs, and some small herbs. Of this large number, more than two-thirds are native of Australia. In Australia the acacia is known as "Wattles." It has had a place on the postage stamps of Australia. See if you can find it on some stamps from that country in your stamp album. The yellow blossoms are very attractive and the foliage is beautiful. Even the seed pods are interesting.

C. H. Shinn, writing in "An Economic Study of Acacias," U. S. D. A. Bulletin, 1913, states that Australian immigrants coming to seek gold brought the first acacia seeds. Colonel Warren obtained seeds from Sydney, in 1853, and, by 1858, nurserymen near San Francisco were supplying twenty-five species.

The Eucalyptus—Another tree which was introduced from Australia was the Eucalyptus. When one sees all the trees of this kind, and notes the wide distribution and size they have attained, it is hard to believe that the first one was brough to California after 1850.† It is known that before the Civil War there were Eucalyptus trees growing in California.

In 1870 Ellwood Cooper of Santa Barbara began planting many Eucalyptus trees. He had one tree which had grown over forty feet in three years from a seed.

There are well over a hundred different species of Eucalyptus trees. The one most common in California is the blue gum.

The name of the Eucalyptus tribe means "well hidden." One may find out why, if he will look at the fruit before the cap has been forced off. The flower parts are well hidden.

An oil is distilled from Eucalyptus leaves, which is used medicinally.

Pepper Trees—Another tree which is commonly grown in California is the pepper tree. This tree is not a native tree, although in some places it is one of the most common shade trees. It is a native of South America, chiefly in Peru. The Spanish sent the pepper tree to Spain, and from there it reached England and Italy. In none of these places does it flourish as it does in California.

The mission fathers liked the pepper trees and planted them around the missions. The tradition runs that a wandering sailor gave the priest some seeds for the hospitality offered him at the Mission San Luis Rey. This was about the year 1825. From this present, the first pepper trees in California were started.

There are two distinct pepper trees. One produces little yellowish blossoms and is the male or staminate tree. The other tree produces the berries; it is the female or pistillate tree. These two kinds of trees must be present if seeds are to be formed.

The lacelike leaves and red berries of the pepper tree make it highly prized as a shade tree.

Native Trees.—Of the native trees, it is difficult to know which to choose. The Sequoia should have a high ranking. It is not only a native of California, but California is the only place where it grows naturally. Undoubtedly, Sequoias were widely distributed at one time. Now the California redwoods and the California big trees are all that are to be found which have not been planted by man.

Sequoia was the name of a Cherokee Indian who invented an alphabet for his people. Stephen Endlicher called these trees Sequoias after this Indian.

The Sequoia *gigantia* is sometimes known as *Washingtoniana* or *Wellingtonia,* but to most of us it is the California big tree. The wood of this tree, which is the largest known, is so brittle that sometimes the trees break into pieces as they fall. The wood is of little use commercially.

The Sequoia *sempervirens* means the evergreen or ever living Sequoia. This is the common redwood tree of the coast region. It is a splendid tree for lumber.

Probably the oldest living thing is the Sequoia tree. Jepson thinks that some of the big trees may be twenty-four thousand years old. It would be interesting to know everything that has transpired beneath one of these monarchs of the woods.

California Native Palms—There is at least one palm which is a native of California. This one has been found along the borders of the California desert. There are a large number of these in Palm Canyon. This palm, known as the California fan palm, is quite large, measuring some four feet through at the base. It may reach a height of fifty feet.

The old leaves naturally cling to the trunk and form a protection for the tree from heat and drying winds.

The specific name of this palm, *filifera,* means "thread-bearing." It will be noted that the leaves have long, white thread-like fibers clinging to them.

There is another fan palm which is taller and more slender. This has no threads and smaller leaves. This too may be a native, although no one is sure about that.

A Game.—If you have become interested in trees, I am going to explain how you may come to know them better and at the same time have a good time playing a game.

The game is played by copying the following letters on separate cards:

1. TTHCESNU.	11. NADEORM.
2. LEM.	12. KAO.
3. TALWUN.	13. REPPEP.
4. NIPE.	14. PALYTUSEUC.
5. DOORDEW.	15. HICRB.
6. RAULEL.	16. LAMP.
7. LAPROP.	17. HOTRAWHN.
8. ILLWOW.	18. HAS.
9. RAMOECYS.	19. DERBYELERR.
10. DEARL.	20. LAPEM.

Hold up a card until you feel that everyone has had a chance to see it, and the first one who can tell the name of the tree, which is made up from the letters, may have the card. If he can tell some fact about it, he may keep it; if not, put it back in the stack. Continue until all the cards are gone. The one getting the most wins.

Where More Information May Be Found.—

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2. "Trees, Western Nature Study," Vol. I, No. 3, State College, San Jose, Cal.
3. "Trees and Shrubs of California Gardens," C. F. Saunders, McBride Publishing Company.
4. "Eucalyptus," Abbot Kinney, B. R. Baumgardt Company, Los Angeles.
5. "Getting Acquainted With the Trees," J. H. McFarland, The Outlook Company, New York.
6. "The Forestry Primer," The American Tree Association, Washington, D. C.
7. "Trees for Roadside Planting," Farmers Bulletin 1482, U. S. Department of Agriculture, Washington, D. C.
8. "The Forest," D. Priscilla Edgerton, a handbook for teachers; U. S. Department of Agriculture, Miscellaneous Circular No. 98.
9. "Forest Trees of the Pacific Slope," George B. Sudworth, Forest Service, U. S. Department of Agriculture, Washington, D. C. Price, 60 cents.
10. "Trees of California," W. L. Jepson, University of California, Coöperative Store, Berkeley, Cal.
11. "Our Trees and How They Serve Us," Maddox and Parkins, Chas. Scribner's Sons, New York.
12. Western Nature Science Series—"Indians' Garden," grade 3; "Padres' Garden," grade 4; "Pioneers' Pathway," grade 5; "Trails Today," grade 6. Harr Wagner Publishing Company.

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*Reprinted from February issue, 1932.

†A. Kinney says in 1856. "Eucalyptus," Los Angeles, 1895, p. 11.

JOAQUIN MILLER'S POETIC APPEAL TO PLANT TREES

[*Written for the Golden Era, October, 1886*]

OF ALL THE beautiful things in this purely beautiful world there is nothing in all inanimate nature nearly so grandly beautiful as a tree.

"In the desert a fountain is springing,
In the wild waste there still is one tree;
In its branches a sweet bird is singing,
And it calls to my spirit of thee."

No poem of nature, no great picture of the past, no story of Eden ever has been or ever can be without these grand old orators, the trees, standing up in stately majesty, and telling nearly all there is to be told by their very presence.

A tree standing to the four winds of heaven, holding up its great strong arms in mute prayer, waiting the rain and the sun and the majestic march of the seasons, how grandly upright, patient, appealing, faithful, and true!

No architect that ever has been could build a tree. Artists can paint men, but even the Titanic Titian hardly dared call attention to the trees he tried to paint as a background for his figures.

Oh, the glorious and protecting trees! The birds, the squirrel, the deer—all creatures, even man, when the sudden storm is upon him, flies to the friendly woods. The hardy and healthy oak tree has given us in its very name the one *robust* word in all our solid Saxon tongue.

Napoleon always chose his generals and his personal friends also, so far as he could, from those who loved horses, saying that a man who loved the horse could be neither very weak nor very wicked. There is much in this. A man who really loves his horse, and is truly kind to this noble brute, cannot be very mean. "A just man will be merciful to the brute."

But for my part, if I were in a position to choose my friends from over the face of the earth, I would, if consulting my own comfort and congenial taste, have no man or woman near me who did not love and have daily intercourse with trees and flowers.

For several years I wandered about Italy, the farther Sicily, and the Levant. I was a student, and too poor most of the time to live in hotels, or put up at entirely secure places; and so I had to pick out my abiding place oftentimes from among the poorest of the poor, where brigands and all sorts of doubtful people were frequent. But I always picked out a place where there were flowers in the windows, or vines and bushes about the door. And while I must concede that I more than once came in contact with those who were robbers by trade during these years, I never lost so much as a button or received one uncivil word. A man or woman who loves and cultivates and comes in contact with trees and flowers is incapable of crime.

I make this appeal a personal one. And if you are true to me and to yourselves, you will gladly respond and plant a tree with me.

MRS. MARY M. FITZGERALD entertained at dinner in the Whitcomb Hotel a number of her old friends and coworkers in school and teachers' association work. Mrs. Fitzgerald made a splendid record as a teacher in the grades, as a trainer of teachers in the San Francisco State Normal Class, as principal of the John Swett School, and as deputy superintendent of San Francisco schools. Among those present were C. C. Biedenbach, principal of the Berkeley High School; C. C. Hughes, City Superintendent of Sacramento schools, and Mrs. Hughes; Leo Baisden, in charge of curriculum work, and president of the Northern California Council for the Education of Exceptional Children, Sacramento; John C. Beswick, State Department of Education; May Nolan of the Bayview School, San Francisco; Lillie May Kinney, Sheridan School, San Francisco; Katharine Inglis, San Francisco School Department, and Harr Wagner.

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SCIENCE IN THE ELEMENTARY SCHOOL

By BELLE L. DICKSON, *Humboldt State Teachers College*

In this scientific age the school can ill afford to ignore or to minimize the importance of that which has made possible our present civilization—science. If we believe that the ordinary citizen for ordinary life needs three characteristics—social adaptation, many and broad interests, and the ideals and habits of good citizenship — elementary science and social science are of equal importance and should receive equal emphasis. While social science is directly concerned with social adaptation, science will, for many individuals, reveal deep and varied interests, and both science and social science may serve as channels for the development of ideals and habits of good citizenship. Thus we see that both science and social science contribute largely to individual growth and successful group living.

Among the various child experiences and activities which make up the curriculum of the elementary school, science should occupy a significant place,[1] not that any large number of pupils may be expected to become scientists, but because of a definite cultural value. Since it is science which has made possible our present mode of life, enabling man to control vast stores of energy and to perform such modern miracles as turning night to day and winter to summer, and well-nigh annihilating time and space, some understanding and appreciation of what science has done for mankind and some conception of what it may do in the future is essential for every citizen.

Science in the elementary school is not an innovation. In the early 1900s nature study was taught in the lower grades of the elementary school. But, because it was then generally believed that the child's ability to reason was undeveloped until adolescence, the instruction was exceedingly meager. It usually reflected the teacher's own particular interest and stressed the memorization of the names of plants and animals.

The term "elementary science" as here used refers to those "scientific truths, the knowledge of which is fundamental to an intelligent interpretation of the common environment."[2] The selection of content and of pupil activities is a task for the curriculum maker, and while the material should introduce the child to the major fields of science—namely, biology, astronomy, chemistry, geology, and physics—the main purpose is to contribute to the child's appreciation of his environment and to cultivate in him a sense of responsibility for the wise use of our natural resources. Hence, both content and activities will vary, depending not only upon the immediate interests of the group, but upon outstanding environmental factors. Because of its almost universal appeal to the interest, and because of its contribution to the major aims of education, science deserves a prominent place in the elementary school curriculum. The child who enters school at six years of age already has some acquaintance with his environment and we find him eager to extend his experiences in the field of Nature. His interest, wisely guided, often develops into a genuine liking for science, and thus constitutes the best possible reason for further study.

One of the rights of man as expressed in the New Deal is "hours of labor short enough to give everyone time to enjoy life.[3] Here the government's responsibility ends and that of the school begins. In the past a man's work has been so largely his life that the major aim in our educational scheme has been to produce a keen, alert type of individual capable of outwitting his competitor or at least of holding his own in a business deal. Our emphasis today must be shifted. We must now educate not only for work, but for play. An interest in science may lead to many interesting activities on the play level. Such hobbies as "hunting with a camera," collecting and classifying wild flowers, or preparing an exhibit of rocks or shells for a museum, will result in much worth-while knowledge of the environment and a true appreciation of Nature, and at the same time provide for a pleasant and profitable use of leisure.

With a changing educational program based upon the changing needs of our youth, the school faces its tremendous responsibility. Some of the questions which arise are "How will the next generation react to a considerable amount of leisure?" and "What use will our young people make of the freedom which will be theirs?" The school must seek to answer by doing all in its power to raise the general level of appreciation of the fine and industiral arts and of schience. This may be accomplished through much experiencing of the beautiful in poetry, music and art, and in Nature A carefully planned and wisely administered science program may arouse an appreciation of the order and beauty of Nature and point out the relation of the individual to the rest of the Universe.[4]

While the school encourages the development of each pupil according to his particular talents and capacities, it also seeks to prepare him for intelligent group membership. To this end we must afford ample opportunity for engaging in group projects. "The need henceforth is not to learn how to compete with each other for enough of this world's goods, but to learn how to live with each other in abundance."[5] The school then must seek to develop those attitudes and habits which are essential to successful group living. The ability to live peacefully and profitably with one's neighbors implies the ability to give and take constructive criticism; it may necessitate the sacrifice of time and money for the common good, or it may require the devotion of one's entire energy to some worthy cause the need for strong moral character and such qualities as self-control, initiative, coöperation, self-sacrifice, and a willingness to share, is evident.

Let the school accept the challenge of a hitherto undreamt of amount of leisure; let us educate children to play, to appreciate, to enjoy simple pleasures, to value highly those things which are most worth while, and to live with others happily and harmoniously. In order to achieve these ends, educating for the future as well as for the present, the teacher will derive much help from social science and science, especially the latter. And while not neglecting social science, the wise teacher will place additional emphasis upon science, giving it the recognition it deserves in this scientific age.

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[1] Stevens, Bertha. "Child and Universe." New York: The John Day Co., 1931. 17.

[2] California State Department of Education, Suggested Course of Study in Science for the Elementary Schools. Sacramento: State Printing Office, 1932. 3.

[3] Wallace, Henry A. "New Frontiers." New York: Reynal & Hitchcock, 1934. 251.

[4] Stevens, Bertha. "Child and Universe." New York: The John Day Co., 1931. 249.

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Editor's Note: The above article was prepared for the Western Journal of Education at the request of the Division of Elementary Education to give the point of view of the committee in charge concerning the importance of elementary science in the school curriculum. We wish to call attention here to the extremely helpful and usable publication on the subject of science which is coming each month from the State Department of Education and is prepared with the help of the science faculties of the seven state teacher colleges. It is the "Science Guide for Elementary Schools." The latest number, on "Weather," was prepared by the San Jose State College science department. It contains a special article on the climate of California, as well as the story of weather in general. Invaluable material for both elementary and junior high schools will be found in it, and it should be widely used throughout the state.

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

IMMENSE, tremendous, gigantic, colossal, in the language of our movie brethren, is this—these our United States. In brief and rapid review in twenty days have passed Denver, Colorado Springs, Pueblo, Colo.; Kansas City, Mo.; St. Louis, Chicago, Milwaukee, Detroit, Cleveland, Toledo, Sandusky, Ohio; Elkhart, Ind.; South Bend, Evanston, Maywood, Ill.; Michigan City, Racine, Waukegan, Kenosha, Shorewood, Wis.; West Allis, East Cleveland, and Shaker Heights.

From the sight of the mighty 700-foot towers of the Golden Gate and San Francisco–Oakland bridges, footed by the blue waters pouring in from the broad Pacific, to the blueness of waters of Lake Michigan and Lake Erie, with shoreline embroidered in rock crystal of snow and ice. From the warm sunshine of early January days in Denver and Pueblo, Colo., to the biting zero weather of Chicago and environs. From San Francisco, with its twice seven hills crowned by skyscrapers and homes, to the Michigan Lake Front Drive after dark, when the mass upon mass of lighted buildings loom up like fairy lands of some far-away monstrous age. From the miles upon miles of cold desert lands of Nevada and Utah, with the cattle herded in feeding fields, to the broad stretches of Northern Ohio and Northern Indiana, where for almost two hundred miles one farm adjuts the next with huge barns and farmhouses of more or less inspiring aspects. From the center of Chicago up toward Milwaukee along Route U. S. 42, through a galaxy of Gold Coast towns with beautiful homes and fine schools to Milwaukee, with its Lincoln Drive, man-made along the lake, and Shorewood, with its magnificent mansions, and back along the Skokie Boulevard, U. S. Highway 41, with Chicago straight ahead ninety miles, and the road dry and the car willing to glide. From and to and within these are part of a mighty empire.

Icy streets, snow-covered hills, trees bare of leaves, chilled faces, street cars, elevated, theater lights, State Street crowds, Marshall Field's, the Wrigley Tower, line upon line of motor cars jammd upon Michigan Avenue, ice floes floating down the Chicago River, newsboys, ice melting, streets of black muck, stores lighted—Chicago on the move.

IN THE FAR WEST one feels that education has a first place in the minds of the majority of the people. In the Midwest in sections one feels that the people who should care about education do not care, and as a result the schools are not being supported as they should. One pertinent reason is that to the person of means the public school is not the place where his children are sent, and with the less wealthy, to whom education is the only salvation, in them is apparently little desire for education. Schools have not been supported because certain politicians so desired it, and they have been upheld by votes.

IN SPITE of what propagandists say to the contrary, a vast number of people in the Midwest consider that politics is being played with human misery as a result. Respect for local government has sunk to a remarkably low level. In states where penalties are severe if taxes are not paid, 98 per cent have been paid. In other states, where moratoriums have been passed, taxpayers who can pay are getting into the habit of deciding not to pay at all. This is true especially in the Chicago area.

COLORADO SPRINGS, under Superintendent Hobart M. Corning, has grown to have a school population of over 8000 pupils, of which 1500 are in the senior high school. The faculty numbers 238 teachers. Mr. Corning and Assistant Superintendent A. J. Wasson, in charge of instruction, have been emphasizing work that leads to the discovery of physical handicaps of pupils. With audiometer and telebinocular, they have been checking upon deafness and vision, especially in cases of reading difficulty. This knowledge of physical handicaps to reading readiness, added to that of mental testing, has given a more complete viewpoint of the problem of each child studied.

CONSUMPTION–COMMODITY business and luxury–pleasure business is on the upswing. Automobile shows are jammed and cars are being sold up to the limit of the factories to produce. Yet, with the government laying such great stress upon recovery expenditures, the people think they are worse off than they are.

THE DENVER, Colo., schools under Superintendent A. L. Threlkeld have come through these past years in remarkable fashion, with practically no curtailment of educational program.

J. F. KEATING, Superintendent of Pueblo School District No. 2, is the most outstanding school man in years of service in Southern Colorado. For four decades or more he has been a leader in Pueblo, and a great number of men prominent in Pueblo business and public affairs have gone to school to him. That is one reason why the schools under him are so well supported by the community.

ALICE M. CUSACK, Assistant Superintendent of the Kansas City, Mo., schools, is co-author with Miss Pennell of the Pennell–Cusack Readers, published by Ginn & Co. Miss Cusack has charge of the elementary grades and is thoroughly convinced that the more progressive methods of education should prevail.

ST. LOUIS, Mo., schools, under Superintendent Henry J. Gerling, have been organized for some time under the district plan—a plan of organization just put into effect in Los Angeles last fall. The St. Louis schools are in four districts, under Assistant Superintendents Edmund F. Brown (chairman of the department), F. M. Underwood, George L. Hawkins, and Miss Matilda Gecks.

R. W. HIBBERT, director of the division of books and supplies of the St. Louis schools, is an officer and plays a very important part in shapiug the policies of the national organization of the Business Managers' Association of the Public Schools of the United States.

E. C. GROVER, Assistant Superintendent and research director of the Cleveland Heights schools, has been able to put across a most modern program in the schools under his care. He thoroughly believes in a course of education that is integrated about the pupil himself rather than subject-matter.

W. H. KIRK, Superintendent of the East Cleveland schools, has a school population now drawn from a city of more than 40,000 individuals. Mrs. Rachel Yaw, prominent in Ohio educational circles, has been made assistant superintendent of the East Cleveland schools, with direct educational charge of the first six grades.

THE SHAKER HEIGHTS schools, the Gold Coast suburb of Cleveland, under Superintendent F. H. Bair, have felt the depression financially quite severely, along with other Ohio cities, but, equipped with magnificent school buildings, Shaker Heights has managed under Mr. Bair and Assistant Superintendent Miss Frances Everhart to maintain their high educational standards.

A. B. LAMPORT, Assistant Superintendent and director of curriculum of the Highland Park, Mich., schools, has had to do

mental gymnastics these past years to make the money go around. With a great increase in enrollment on account of the good name Highland Park has as a school system, and with a decrease of some $53,000,000 in valuation, due to Ford moving most of his plant to Dearborn, the problem has been great.

M. R. Keyworth, Superintendent of the Hamtramck, Mich., schools, has as his subject supervisors Mrs. Garnett Waters, in charge of English; Miss Helen Miller, in charge of science, and Miss Helen Laraway, in charge of social studies.

C. L. Cushman, director of research of the Denver public schools, handles one of the most important positions in the Rocky Mountain States.

George T. Cantrick, Superintendent of the Monroe, Mich., schools, believes that the government is going at this recovery problem wrong-end to. Instead of handing out relief as at present in its billion allotments, Mr. Monroe would have the government say to business to go ahead and manufacture and produce, pay good wages, put everybody to work, keep your accounts, and, if at the end of the year you are in the red, you shall be reimbursed. With all industry thus taking up the slack and good wages paid. Mr. Monroe believes consumption will rise and good times will be here again.

Miss Maude Price, grade supervisor of Monroe, Mich., schools, did her graduate work at Michigan under Doctor Kyte, now returned to the University of California.

Detroit, Mich., along with many other Eastern and Midwestern cities, has its subject supervisors handle the problem from the first grade through junior college, if there is one. In Detroit C. C. Barnes is in charge of social studies, M. E. Shattuck is in charge of English, and C. E. Thiele, a graduate of the University of California, has charge of the exact sciences. Mr. Thiele is one of the very few men educated in the West to have a position in the mid-continent region.

Schools in the region of Detroit, in their courses of study for the intermediate grades, are giving a whole half-year to the study of Canada and Mexico, our neighbors north and south.

Of much interest have been the recent published statements of both Charles H. Lake, Superintendent of the Cleveland schools, and Ralph E. Dugdale of the Toledo public schools, in regard to vocational education. Both are advocating the taking of vocational courses out of the junior high schools. The argument is that industry would rather the schools would train the student in general information and leave to industry to train the individual for his immediate task.

F. J. Prout, Superintendent of the Sandusky, Ohio, schools, is a leader among the school men of Ohio in both association and educational work.

H. M. Buckley, Assistant Superintendent of the Cleveland schools in charge of elementary education, has developed a wide adherence to a course of study developed upon units of work.

Eugene La Rowe, Superintendent of the Maywood and Melrose Park, Ill., schools, has charge of pupils from one of the finer of the Chicago suburb cities. The city has a population of more than 35,000 people in better than ordinary circumstances. In such an environment Mr. La Rowe has been enabled to develop a fine school system.

John S. Clark, Superintendent of the Waukegan, Ill., schools, has had a long and successful career in his present position. Financially, for the past few years the school situation has been bad, but at the present writing, if the State of Illinois will advance money due the Waukegan schools, they would be in excellent condition.

W. L. Connor, director of research of the Cleveland public schools, has the most delightful exposition of current political problems of any one we have met in recent months.

W. S. Dimmett, Superintendent of the Forest Park Schools, is one of the two Illinois trained men elected to such position in the Chicago metropolitan area within the past year or two.

Miss May T. Kilcullen, Assistant Superintendent of the Kenosha, Wis., schools, is an authority on social studies, especially geography. She is now conducting half a seminar in geography at Northwestern University.

P. C. Emmons, Superintendent of the Mishawaka, Ind., schools, is a man vitally interested in all new things in education and goes into a thorough study of them.

W. C. Grise, Superintendent of the Racine, Wis., schools, is an educator who believes that the child should be the center of the curriculum and that subject-matter should be secured to fit the child rather than the child the subject-matter. He is running his schools with this idea uppermost.

Shorewood, the Pasadena of Milwaukee, has H. S. Hemenway as its Superintendent of Schools. Miss Marjorie Pratt is curriculum coördinator, and she, with Miss Laura C. Kellar, principal of the Atwater School, and Miss Beulah D. Kobler, principal of the Lake Bluff School, has made some exceptional social study courses of study.

Walker Whitesides, who made such a tremendous success during his engagement at the Columbia Theater, San Francisco, during the week of February 10, is preparing to tour the principal cities of the state. His success in San Francisco in Robert Louis Stevenson's "The Master of Ballantrae" has resulted in requests for his appearance at several of the larger cities.

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HARR WAGNER, Editor

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

The Lincoln Library at Santa Barbara State College

By DELLA HAVERLAND, *Librarian*

When Abraham Lincoln was first asked to write a brief autobiography, he replied that his life could be characterized by a quotation from Gray's "Elegy"—"The short and simple annals of the poor." Little did this modest young politician guess that some day he would be the subject of more biographies than any character with the exception of Christ. But such is the case. Lincoln's name has been glorified in song and story, verse, fiction, and biography.

With this wealth of information which has been printed about one man, it is only natural that there should be many collections of books dedicated to his name. The Great Emancipator has frequently inspired bibliophiles to gather written materials which depict his life story. In the East this custom has existed for many years, so that today, in addition to innumerable private assemblages, there are extensive collections at the Library of Congress, at Harvard College Library, at Brown University, at the Chicago Historical Society, at the Illinois Historical Library of Springfield, and at the Lincoln National Life Foundation at Fort Wayne, Ind., to mention only the most important.

But the West has not ignored the Frontier President entirely. The Huntington Library in Pasadena contains the noted Judd Stewart collection of Lincolniana, and many items from the famous Lambert collection. Built in memory of the son of Mr. and Mrs. Robert Watchorn, there stands the Lincoln Shrine at Redlands, Cal., which contains sculpture and murals and many beautifully bound or rare Lincoln books.

Santa Barbara State College is fortunate in possessing the only other large library of Lincolniana west of the Rockies. In defining this material as Lincoln literature, it must be noted that the term has been used in the liberal sense to include composite works, magazine articles, Civil War items, lives of the President's contemporaries, and books about slavery. In contrast to this meaning, many collectors have applied the term Lincoln literature as used by Judge Daniel Fish, the great bibliographer, to designate "books and pamphlets whose origin is traceable directly and exclusively to the life, acts, sayings, and death of Lincoln."

The Lincoln Library at the state college meets a need of students in the history department, for each year an advanced research course in Civil War history is offered to selected social science majors, who meet in the rooms and use the books in preparing their lessons. From a wealth of material the amateur historians are able to secure information about the events of the sixties.

College students are not the only patrons, however. There are often reference questions brought by residents of Santa Barbara, teachers, or public librarians. For two programs we were asked to supply the names of Lincoln's favorite songs. A little searching revealed that although he enjoyed the popular ditties of the day, he loved "Home, Sweet Home," "Barbara Allen," "Poor Old Ned," "Dixie Land," "Old Dan Tucker," and hymns from Dupuy's Song Book. In the list were included also "We Are Coming, Father Abraham," and Whitman's "O Captain! My Captain!"

There is a popular but fallacious belief that many of the clocks used as advertisements by jewelers have the hands painted to indicate 8:20 because that was the hour at which Lincoln died. It has been found that since the President's death occurred at 7:22 the assumption is incorrect.

A woman compiling a list of letters written to children by famous people sought a Lincoln letter to a child. She was given his reply to Grace Bedell (October 19, 1860), who had written asking whether Lincoln had a daughter, and why he did not let his whiskers grow: "I have no daughter . . . . As to the whiskers, having never worn any, do you not think people would call it a piece of silly affectation if I were to begin it now?" On a visit to Springfield in February, 1861, the then bearded candidate asked for this little girl, kissed her, and said, "I let those whiskers grow for you, Grace."

It is only natural that in a collection of over 5100 books, pamphlets, and magazines, many of which are very scarce, the clues to numerous unusual questions should be found.

The Lincoln Library, which was donated in 1928 by William Wyles of Santa Barbara, possesses most of the biographies of Lincoln, including the well-known books by Barton, Masters, Nicolay and Hay, Sandburg, Beveridge, Lamon, and Herndon and Weik. There are also copies of the early campaign biographies which were written in 1860 after the young politician's nomination for the presidency, notably those by D. W. Bartlett, J. H. Barrett, W. D. Howells, and a pamphlet reprinting John Locke Scripps' "Campaign Life of Abraham Lincoln." This biography, for which Lincoln furnished the data, is the only one of himself that he ever authorized, revised, and indorsed.

There are many volumes containing the President's speeches and writings, and the Fish and Oakleaf bibliographies are also in the state college assemblage. In fiction the Great Emancipator is characterized in "Spanish Peggy," by Catherwood, Bernie Babcock's novels, and in several stories by Horace Willsie Morrow.

Some collectors have specialized in books which Lincoln himself possessed and read. While Mr. Wyles has secured one of these, he has brought to the library several shelves of books duplicating in edition those on Lincoln's reading list.

How many classics were familiar to the future President! The Bible, "Pilgrim's Progress," Æsop's Fables, Burns' Poetical Works, Shakespeare, "Robinson Crusoe," and "The Arabian Nights" were among his early friends.

Literature was not Lincoln's only interest. Although he had little formal schooling, he spent much time studying the texts of the day, Dilworth's Spelling Book, Kirkham's Grammar, Pike's Arithmetic, Webster's Spelling Book, both Flint's and Gibson's writings on surveying, Scott's Lessons in Elocution, and Murray's English Reader. His religious interests are characterized in the Lincoln Library by Parker's Discourse on Religion and Paine's Theological Works. His acquaintance with history is represented by Volney's "Ruins," Gibbon's "Rome," and Rollin's Ancient History.

Although Lincoln read many biographies, he did not like to have men eulogized in memoirs. After seeing a life of Burke, he made the comment that it was valueless, saying "It's like all the others. Biographies as generally written are not only misleading, but false. The author magnifies (Burke's) perfections, if he had any, and suppresses his imperfections. History is not history unless it is the truth."

But the young man's interest in biography was not dulled by the indiscriminate praise set down by many writers. In the Santa Barbara collection of Lincolniana there are early editions of Ramsey's and Weems' lives of Washington, Weems' "Life of Francis Marion," Wirt's "Life of Patrick Henry," the "American Military Biography," and Prentice's "Life of Henry Clay."

As a law student Lincoln was familiar with the Revised Statutes of Illinois, Blackstone's Commentaries, and the Constitution. He also read Marryat's "Diary in America," and "Linda," a novel by Caroline Lee Hentz, copies of all of which are in the Lincoln Library.

Humorous writings always appealed to this statesman who was frequently critized by his more serious-minded contemporaries for his love of jokes. The "Orpheus C. Kerr Papers," Halpine's "Private Miles O'Reilly," "Artemus Ward's Book," and Baldwin's "Flush Times in Alabama" lightened many of his burdens. Lincoln once sent the following message to Locke, author of the "Nasby Letters," "For the genius to write these things I would gladly give up my office." Although the President did not consider his own works as literature, they have survived the outpourings of his favorite humorist.

Perhaps the quotation of this long list of Lincoln's own books which are duplicated in our library seems rather tedious. They are cited to show the remarkable reading tastes and self-education of the backwoodsman, who is sometimes considered unlearned. True, Lincoln had little formal schooling, but his education was very complete for that period, and, whatever training he had, his successful life in the service of his country led the trustees of the College of New Jersey (Princeton College) to confer upon him the honorary degree of LL.D. in December, 1864.

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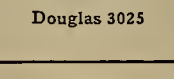

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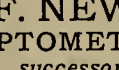

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As I have pointed out, the Lincoln Library in Santa Barbara does not deal with material relating only to Lincoln. College students who use the books must have background material, histories of the Civil War, biographies of the Emancipator's contemporaries, and outlines of the slavery situation. There are files of *Harper's Monthly,* the *Atlantic Monthly, Niles' Register,* the *Congressional Globe,* reports on the "Conduct of the War," "Diplomatic Correspondence," and *Harper's Weekly.* All of these offer source information.

Because this Lincoln Library is located in California, an attempt is being made to secure works which will throw light on California's part in the Civil War. Early Journals of the California Senate and Assembly, Elijah R. Kennedy's "Contest for California in 1861," "Records of the Union and Confederate Armies in the War of the Rebellion," Winfield Davis' "History of Political Conventions in California, 1849–1892," and R. H. Orton's "Records of California Men in the War of the Rebellion" have been purchased.

A collection of this size, made up of scarce and costly books and many autographed volumes, must be provided with adequate quarters. For a while one room at the end of the main college library was sufficient. When this location became too small, another room was added. It is rapidly being filled with books which Mr. Wyles continues to purchase through remainder dealers, books stores, and purveyors of rare volumes.

The necessary tools of library procedure have been provided, book shelves, tables, chairs, a card catalog, and a pamphlet file. Practically all of the material has now been accessioned, classified, and cataloged. The Dewey Decimal classification and the Library of Congress subject headings have been used. The pamphlets have been assigned numbers and subjects and clippings have been pasted into a scrapbook. Publicity featuring the Lincoln Library has been saved in a separate file which serves as a valuable history of the assemblage.

In a collection of this size it is only natural that there should be some relics of Lincoln and the Civil War period. The most important of these is an autographed photograph of the President, with a letter written from the Executive Mansion, October 8, 1864, by John Hay, Lincoln's secretary, who authenticated the signature.

There is an 1864 Ohio Union presidential ballot on which Lincoln sought reëlection as President and Andrew Johnson was candidate for the vice-presidency. Jefferson Davis of Mississippi is presented as a candidate for the presidency and Alexander H. Stephens of Georgia is proposed as Vice-President on a Confederate ballot.

The library also contains an early copy of the Civil War song, "We Are Coming, Father Abraham," written by James Sloan Gibbons in 1862, and set to music by P. S. Gilmore. Two slave deeds recall the period when black people were bought and sold as property. One records the sale of a negro woman and her baby for $500. The other conveys to William Wendell a negro woman and her two children, with a negro man, his wife, and their three children, for the sum of $1749.

Patriotic decorated envelopes which were issued by both the North and the South at the time of the Civil War, especially those which bear the picture or name of the Civil War President, are rare. The library possesses a scrapbook into which have been pasted nearly 150 of these items. Some of them are cartoons, in colors, satirizing current situations. Others feature slavery and portraits of historical figures, especially those of the Civil War. "The Comet of 1861" shows the President draped in stripes, descending from the star-filled heavens. In another design a black flag decorated with skull and crossbones, and "J. D., his marque," waves above the initial of "A. L., his Marks."

Old coins and stamps of the South and North have been saved. There is an autograph album bearing the signatures of William H. Seward, Salmon P. Chase, Charles Sumner, James W. Grimes, Schuyler Colfax, Thaddeus Stevens, and many other noted political figures.

Among the art objects are a bust of Lincoln by Volk, a bronze copy of the Lincoln life mask made by Volk in 1861, and a portrait of Lincoln which was engraved by H. Gugler, from the painting by John H. Littlefield. The Lincoln Library copy of this picture has been autographed by Littlefield, and was the inspiration for the collection.

Thus has William Wyles honored by a lasting monument at Santa Barbara State College the Martyr President, of whom George Henry Boker wrote:

> Great in his goodness, humble in his state,
> Firm in his purpose, yet not passionate,
> He led his people with a tender hand,
> And won by love a sway beyond command.

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THE DEPARTMENT of superintendence, National Education Association, will meet at Atlantic City on February 23 to 28. Among those from California who will attend are: Roy Cloud, executive secretary of the C. T. A.; Honorable Vierling Kersey, Superintendent Edwin H. Lee, Walter C. Nolan, department superintendent, San Francisco; George G. Mullany, director of publication, L. W. Smith, Berkeley; Joseph Marr Gwinn, Santa Ana; E. W. Jacobsen, Oakland; Willard S. Ford, chief deputy, Los Angeles; Frank Henderson, Santa Ana; Ira Landis, Riverside; George Bush, South Pasadena; Thomas MacQuiddy, Watsonville.

LAST YEAR 1700 schools used the special commencement packet, prepared by the division of publications of the National Education Association, in their vitalized commencement programs. This year the division of publications has developed another special packet from the best material available on commencement programs of the student participation type. This "Vitalized Commencement Packet" contains summaries of fifty of the best 1934 programs available, including senior high, junior high, and elementary school programs; the actual text of one outstanding senior high school program and one outstanding junior high school program; samples of student speeches; a section on the Tercentenary Celebration of Secondary Education; suggestions for carrying out the vitalized graduation program; and other valuable materials. This packet can be secured for the cost price of 50 cents from the division of publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

THREE HUNDRED YEARS of secondary education are being celebrated in the schools of the United States during 1934–35. To meet the widespread demand for material to carry out effective observances of this event, the division of publications of the National Education Association has developed a "Special Celebration Packet." It contains a complete pageant, material for classes, clubs, assemblies, and plans for making the celebration an integral part of the work of the school throughout the year. It emphasizes school interpretation and will furnish schools with material for campaigns for bringing about more understanding, appreciation, and friendship for education. This packet can be secured for the cost price of 50 cents from the division of publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

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BOOK REVIEWS

SOCIAL STUDIES, an Orientation Handbook for High School Pupils, Prepared Under the Editorship of William McAndrew and Written by Thirteen Prominent Citizens with an Educational Slant, and a Benediction by Mrs. Franklin D. Roosevelt. Published by Little, Brown & Co., size 5½x8½, 464 pages. Price, $1.60.

This book is offered to students of the high school under captions of "You and Your High Schools," "You and the Individual," "You and Your Community." This is a working book, and will have a strong appeal to students and all those interested in high schools. Any book that has William McAndrew's name on the title page has more than ordinary interest.

SUTTER OF CALIFORNIA, a Biography by Julian Dana of Piedmont, Cal. The Press of the Pioneers. New York, 423 pages, size 6x9. Price, $3.75.

Julian Dana in writing this book has made an important contribution to Western literature. He has written a preface which intrigues the reader. He claims a fervency for truth. He uses the word "fervency" to express his flair for truth and accuracy. He likes his heroes human. His conclusions are that John A. Sutter was the most human of fellows. He says: "I like the authenticity which etches—even with acid on the needle point—the indelible pictures of a man as he walks and talks and laughs, and plays and plans."

The dramatic story of John A. Sutter follows in more than fifty chapters. Sutter talks, walks, and acts the principal part in all of these chapters. There may be inaccuracies. There is a possibility of fictionizing some incidents, but there is a great human interest in the pages. Dana gives us more than the formal printed page—the cold type. He writes well and with feeling, and he gives a generous interpretation of the lives and actions of the interesting group that environed Sutter. The only one of prominence that the author condemns unjustly is Frémont, and he certainly gives the reader a bad impression of the Pathfinder. He gives no kindly word and overlooks the hardships he endured, the sacrifices he made, and the conquest of California with less bloodshed than usually occurs in a street brawl. He places himself in the class of Josiah Royce, Bancroft, Carleton Goodwin, in contrast with Nevins, Bashford, "The Man Unafraid," and others. Dana tells about Frémont's trial and mutiny, disobedience of lawful command of a superior officer, and conduct to the prejudice of good order, and of his conviction, but

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does not tell of his immediate pardon by the President. The book closes with a very excellent account of "Fort Sutter Today" by Harry C. Petersen, curator. The Press of the Pioneers, New York City, deserves praise for the excellent printing and binding of the volume. The book is a fine specimen of the publisher's art.

Health and Growth Series, by Charters, Smiley, and Strang. "Good Habits," 185 pages, price 60 cents; "Living Healthfully," 184 pages, price, 60 cents; "Wise Health Choices," 211 pages, price, 72 cents; "Adventures in Health," 225 pages, price, 80 cents; "Health Knowledge," 254 pages, price, 80 cents; "Health Problems," 230 pages, price, 80 cents.

The books in this series are well organized, written in an interesting style, and generously illustrated. They aim to arouse the child's interest in good living habits.

STATE MEETING OF SUPERVISORS

The 1935 conference of supervisors and directors of instruction and supervisors of child welfare and attendance was called by the State Department of Education and met February 4 and 5 at the Fairmont Hotel in San Francisco. Between five hundred and six hundred people attended the meetings, which were divided into two half-day sessions devoted to a general meeting and the rest of the time to panel discussions. The panel discussions in rather small groups were a very happy plan. There was a wide choice of subjects, and many of the speakers and panel leaders were outstanding people in their respective fields. The smallness of the groups and the earnestness of the individuals inspired questions and discussions from the floor as well as the panel.

State Superintendent Vierling Kersey and Doctor Edwin A. Lee were speakers at the first general meeting, and Doctor V. H. Podstata and Miss Helen Heffernan were speakers at the second general session. Miss Heffernan's speech was the final one of the conference. She summed up and discussed for the members of the conference "The Problems Confronting Elementary Education at the Present Time."

Among the many speakers and participants in the panel discussions were the following: E. E. Frasher, general supervisor, Fresno County; Leo F. Hadsall, assistant professor of biology, Fresno State Teachers' College; Helen Bliss, general supervisor, Napa County; P. Victor Peterson, chairman, Natural Science Department, San Jose State Teachers' College; John L. Horn, chairman, department of education, Mills College; Mrs. Lillian Lamoreaux, supervisor of elementary education, Burbank; Mrs. Ruth Edmands, general supervisor, Colusa County; Mrs. Grace T. Pearce, general supervisor, San Joaquin County; R. T. Neideffer, director of elementary education, Bakersfield; Leo Baisden, assistant superintendent for elementary and special schools, Sacramento; Jewel Gardiner, librarian, Teachers' Professional Library, Sacramento; Mrs. Gladys L. Potter, assistant chief, division of elementary education and rural schools, State Department of Education; W. K. Cobb, Superintendent of Schools, Ventura County; Harl Tener, assistant superintendent of schools, Kern County; Jay E. Partridge, Superintendent of Schools, Butte County; Mrs. Portia F. Moss, Superintendent of Schools, Placer County; Mrs. Lillian B. Hill, chief, bureau of attendance and migratory education, State Department of Education; Floyd L. Tarr, supervisor of physical education, child welfare and attendance, Butte County; G. M. Hoyt, supervisor of attendance and employment of minors, Los Angeles; William S. Briscoe, assistant superintendent in charge of instruction, Oakland; Lucile Hewett, head, research department, Alameda; George E. Freeland, director of teacher training, San Jose State Teachers' College; Everett T. Calvert, supervisor, research and guidance, Kern County; Lynda Yageman, general supervisor, Contra Costa County; A. H. Horall, assistant superintendent of schools, San Jose; and Gretchen Wulfing, elementary supervisor, Chico.

Of special interest to the convention was the report of the committe on reorganization of school districts given by Sam Cohn, deputy superintendent of public instruction.

Much discussion followed this report. Miss Isobel Gilbert, president of the association, presided at this meeting. At the close of the general conference Miss Gilbert turned the gavel over to Miss Emily Rothlin, supervisor of Lassen County, who was selected president for the coming year. Other officers elected with Miss Rothlin were: First vice president, Edla L. Schreiner, Ventura County; second vice president, E. E. Frasher, Fresno County; secretary–treasurer, Lynda Yageman, Contra Costa County.

The officers elected to the California Association of Directors and Supervisors of Child Welfare and Attendance are as follows: President, Emma L. Noonan, San Francisco; vice president, Guy M. Hoyt, Los Angeles; secretary–treasurer, Floyd L. Tarr, Butte County; committee members, Dana S. Frame, Sacramento; Mrs. Georgia A. Winares, Santa Clara County; Roger Walton, Imperial County; Mrs. Lillian B. Hill, chief, bureau of mental hygiene, State Department of Education.

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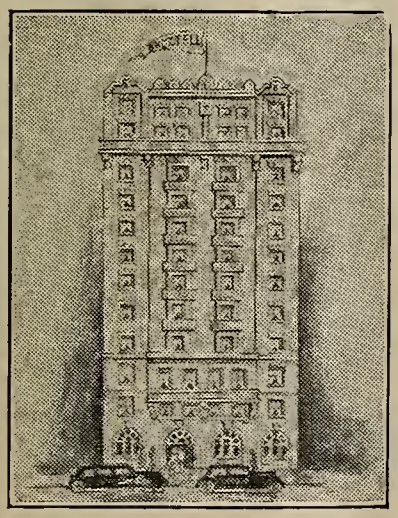

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TIMOTHY, by Katharine Garbutt. Oxford. Price, 75 cents. Cunning picture-story of a little forest deer who kept waiting for his antlers to grow. Grades 3–4.

THE YOUNG AND HAPPY ROOSTER, by Jane Gleason. Whitman. Price, $1. Short stories of animal pets with many small pictures in color. Grades 2–3.

ODIE SEEKS A FRIEND, by Julius King. Coward. Price, $1.25. Pictured by Kurt Wiese, this tale of a lonely little skunk in search of friends wins ready sympathy. Grades 2–3.

A BOY OF POLAND, by Marian King. Whitman. Price, $1.50. Pleasing account of child-life in Poland, the customs and folklore of the country. Grades 4–5.

DOWN-ALONG APPLE MARKET STREET, by Mabel B. Hill. Stokes. Price, $1.35. Very charming story and pictures of little Judy Jo and her happy adventures as she goes down the street to visit her grandmother. Grades 3–4.

PABLO AND PETRA, by Melicent H. Lee. Crowell. Price, $1.50. Boy and girl life in Mexico very interestingly told for younger children. Grades 4–5.

WIDE ROAD AHEAD! by Henry B. Lent. Macmillan. Price, $2. All about automobiles and their construction, with much clear and useful information for any reader. Grades 4–6.

THREE JAPANESE MICE, by Lois Lignell. Farrar. Price, $1.50. Quite lovely pictures with story of three Japanese mice who search everywhere for new whiskers. Grades 2–3.

PICTURE TALES FROM THE CHINESE, by Berta Metzger. Stokes. Price, $1.25. Fascinating collection of short tales, mostly humorous, with drawings by Eleanor Lattimore. Grades 4–5.

NUMBER TWELVE JOY STREET. Doubleday. Price, $2.50. The twelfth annual "medley of prose and verse" by noted English authors such as Rose Fyleman, Eleanor Farjeon, and others. Grades 5–7.

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ROMULUS, BUILDER OF ROME, by Alan L. Chidsey. Minton. $2. Very interesting and faithful interpretation of the age of Romulus in swiftly moving narrative form. Grades 6–8.

MAKING THINGS FOR FUN, by A. F. Collins. Appleton. Price, $2. Tells boys and girls how to make no end of useful things. Clear directions and many illustrations. Grades 7–8.

ZONG, A HILL PONY, by M. E. Buckingham. Scribner. Price, $2.75. How a young pony, made vicious by man's cruelty, is tamed through a little boy's courage and kindness. Will appeal to young or old. Grades 6–8.

HO-MING, A GIRL OF NEW CHINA, by Elizabeth F. Lewis. Winston. Price, $2. This accurate glimpse of life in modern China provides a tale quite as absorbing as the author's famous "Young Fu." Grade 8, and high school.

TRIGGER JOHN'S SON, by Tom Robinson. Viking. Price, $2. When the orphan Trigger is adopted by a kindly couple in a small Pennsylvania town, he becomes an active and respected member of the "Goosetown Gang." Story of boy fun and adventure. High school.

A BOWLFUL OF STARS, by Florence C. Means. Houghton. Price, $2. Further adventures by Janey Grant, heroine of "A Cradle in the Mist," and an equally fine tale. High school.

OUR PLANET THE EARTH THEN AND NOW, by Lillian Rifkin. Lothrop. Price, $1.75. Tells simply and clearly the story of the earth, its animal and plant life. Many fine pictures by Kurt Wiese, and a book of value for both school and library. Grades 5–7.

THE BOOK OF PUPPETS, by Martha P. Munger. Lothrop. Price, $1.50. Complete information about the production of puppet plays, the stage settings, etc., with many illustrations, and several familiar plays included. A most useful book. Grades 6–8.

DOBRY, by Monica Shannon. Viking. Price, $2. How a peasant boy of Hungary is given his chance to become an artist rather than a tiller of the soil. Finely written, and excellent format. Grade 8, and High school.

MADE IN SWEDEN, by Susan Smith. Minton. Price, $2. Tells of the many useful things that are made by the industrious people of Sweden with glimpse of the customs of the country. Grades 6–8.

PAULO IN THE CHILEAN DESERT, by Margaret L. Thomas. Bobbs. Price, $2. The author of "Pack Train Steamboat" writes another very interesting tale of the adventures of a brave South American boy. Grades 6–8.

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HIGH PRAISE FOR "THE MISSION BELLS"

The Mission Bells of California, by Marie T. Walsh. Price, $4. San Francisco, Cal. Harr Wagner Publishing Company.

Many who have traversed the Camino Real of the California coast, following in comfortable automobile over finely paved roads the trail the early padres took with pack mules or on foot to establish, under the guidance of Junipero Serra, their missions "a day's journey apart," must have been attracted by the bells on these old missions, some in towers, some hung outside on cross beams, in niches or in various other ways, but few have thought of the stories these bells might tell, could they but use their tongues in speech.

It has been the fancy, growing to an enthusiasm, of Miss Walsh to search out their history and to trace the original bells that were sent from Spain, from Russia, from Peru, England, Mexico and even Boston and Medway, Mass., where was the bell foundry of George H. Holbrook which cast many mission bells, some of which are now at San Gabriel Mission. In the vicissitudes of mission building, many of the bells were transferred, lost, hidden, stolen, or buried and forgotten, and it has been an interesting task to seek them out. Not only the bells themselves, but Miss Walsh's zealous hunt for them, as she climbed dusty towers to copy inscriptions, or visited schools, churches and convents in search of some particular bell, makes a fascinating tale, and we sense her excitement as she discovers a bell years long lost and traces it to its original source.

From the story of the bells we cull much of interest concerning the missions and their building, from San Diego to San Francisco, and through the author's close inspections we see much beauty in the bells not generally suspected, and feel the affection of the padres and their neophytes for bells of special tone to which they for years have been accustomed.

Many legends have been attached to the bells, an especially amusing one being about the squirrels of San Gabriel, "which when they heard the bell toll for a funeral, were always on hand, sitting in a row on the fence thumbing their small noses at the sexton as he dug a new grave." Other legends more interesting, if not so amusing, are told in a chapter devoted to Tales the Mission Bells Tell.

Not the least interesting chapter is that on bell-ringing and bell-ringers—old Ecu, a pure-blood Indian, who spent his life at San Juan Capistrano and foretold his death, at an advanced age, just a month in advance. And Juan Jose, of San Miguel, who, when the loved mission was falling into decay, guarded the ornaments and vessels "that they might not be desecrated by alien hands," and died an aged man, clinging to the bell rope he had pulled so many times.

The introductory chapter, The Evolution of Bells, shows how from primitive times human life has been regulated to the tintinnabulation of bells, and cites the many famous bells of various countries.

We are indebted to Miss Walsh for the enthusiasm that led her up and down the famed King's Highway in a search that has produced an unusual and fascinating book, with many photographs of the California missions and their bells.—*F. M. W.*

[From Boston Evening *Transcript,* of January 26, 1935.]

Over 35,000 teachers belong to the California Teachers Association

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   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
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   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
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   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership July 14, 1933 was 34,443.
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II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

III—EARTH AND SKY TRAILS, *By* FREDERICK H. SHACKELFORD, *Supervisor of Elementary Science, City Schools, Pasadena, California.* 224 pages. List, $1.00.
A book to charm children into an appreciation and understanding of the wonders and beauties of the land in which they live. For the upper grades.

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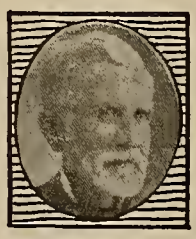

News and Comments -- By Harr Wagner

THE PRINCIPALS' convention which will be held in San Francisco April 15, 16, and 17 promises to be one of the most interesting ever held. There are many new and strange problems facing delegates.

W. M. CULP'S "Jottings of a Traveling Bookman" is of more than ordinary interest in this issue. His review of the convention of the N. E. A. at Atlantic City, his snapshots on the board walk, etc., are of genuine interest to our readers.

THERE ARE MANY teachers planning visits to the N. E. A. in Denver; others are arranging to see America first, which includes Yosemite, Grand Canyon, Yellowstone, Niagara Falls, Lake Tahoe, Lake County, Mount Shasta, and thousands of other places of scenic beauty and recreation appeal. Thousands of teachers will take sea voyages, will visit the islands of the Pacific, Europe, Asia, Africa, Australia, South America, and Mexico. There are hundreds of others who will come to San Francisco to enjoy the summer climate, its many attractions, its hotels, theaters, and the educational advantages at Berkeley, Stanford, state teachers' colleges, and other institutions. San Francisco is one city that duplicates the world in its various attractions.

CITIZENS who have net incomes can afford to pay an income tax. Small business concerns that operate with a loss or with small margins cannot afford to pay taxes. The burden of taxes, especially in times of depression, should fall on the fortunate ones who have under our competitive system made large profits or who have exploited our natural resources—oil, coal, electricity, etc.—to secure large net incomes. The tax on food, clothes, and shelter should not be permitted. The tax situation requires a great leader, a great economic and financial leader, who will adjust the tax burdens to more nearly meet the requirements of today.

"SCHOOL LIFE" for February reports that 40,498 schools in twenty-six states, enrolling 3,177,422 children, show that these schools do not have sufficient funds on hand nor in sight to pay their teachers a full school term. A study of the situation in several states is being made by the United States Office of Education. California is fortunate in not being included in these states.

THE STATE DEPARTMENT OF EDUCATION has issued Bulletin No. 4, entitled 1935 Legislative Proposals Affecting Education." This is a very useful digest of the proposed changes in laws that affect the public schools. Vierling Kersey in a foreword calls attention to the work of Alfred E. Lentz, who prepared the digest.

MARK KEPPEL, Arthur Chamberlain, Roy Cloud, Fred Hunter, Will C. Wood, and others prominent in the C. T. A., were instrumental in providing permanent funds for the public schools by a constitutional enactment. We must not only safeguard our present financial security, but must fight every attempt to weaken our educational setup. The public schools must have tenure, adequate retirement salaries, and provisions of law that will allow no experimentation in textbooks.

FORCEFUL EXCERPTS from speeches delivered at the N. E. A. meeting, Atlantic City:

Professor Frederick S. Diebler of the economics department of Northwestern University expressed faith in the "essential soundness" of the present system, and predicted there would be no change.

"This is not the first depression, even though it is the most severe," he said. "Revolutionary changes have been proposed before. They always are after a period of depression."

W. W. Theisen, assistant superintendent of schools of Milwaukee, Wis., declared it "naïve" to place confidence in the judgment of teachers on social questions when economists, philosophers, and statesmen are at odds.

"The average of trained teachers is not above the level of normal school graduates," he declared. "If we deem it our function to undermine the social order we owe it to the public to make an announcement of our intentions. Anything else is rank dishonesty."

A Columbia University professor of education, Doctor Jesse H. Newlon, of teachers' college, declared that capitalism is "not a solution to the difficulties we face in the United States at this time.

"We are going toward collectivism until we achieve security for all Americans," he predicted.

Professor Newlon declared that educators cannot be neutral, and that they must choose "between fascist rule by some privileged group or government of the people and by the people.

"Powerful enemies are at work to destroy the freedom of the schools," he said, "but if the people demand freedom for the schools, the schools will lead the way."

Doctor Coffman, president of the University of Minnesota, indulged in the following: "We have maintained that everybody is competent to fill every public office. The man who promises the most often makes a more effective appeal to the electorate than the man who guarantees a sound administration. Nearly everyone has to some extent become a pseudo-economist and a government expert, and maintains that he is competent to fill any public office.

"Millions of citizens, under the stress of the times, are being influenced by the unreasoned appeals and false claims of a Moses from California, an Isaiah from Louisiana, and a prophet from Michigan. Government, if it is to be made secure and stable and progressive, must be placed in the hands of a well-trained and experienced personnel, who from the point of view of preparation and public recognition and security of position must be regarded as members of a profession as truly as are the doctors, the lawyers, or the teachers."

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Vol. XLI, No. 3 San Francisco, March, 1935 Price 15 Cents

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The meeting of the department of superintendence, N. E. A., at Atlantic City, N. J., February 23–28, was a great meeting. It was great in the potential power vested in the school superintendents of state, county, and city and in the professors of education from the noted universities of the country. The program was wide and diversified. The proceedings, when published, will fill many thousands of pages. But, when all is said and done, this great convention that was to consider the question of "Social Progress and the Schools" or "Adapting Our Schools to a Changing World" was at a standstill, the reason being that our educators as well as the masses of the people and our hordes of politicians and messiahs cannot agree upon any one thing to be done. The educators cannot agree what to teach to fit our children for a changing world, but many say they will keep their feet upon the ground and teach what they have in the past and let the children of the future solve their own problems as they come to them.

E. E. Oberholtzer, Superintendent of Schools of Houston, Texas, had arranged a program broad enough to reach about every school problem. He was congratulated upon having topics discussed that are basic problems of the day. The problem of "indoctrination" was a firebrand. Our present national government in many of its policies has followed ideas already in force and existent in Europe for years. The question is—are we going a step farther, as in Italy and Germany and Russia, and have our schools as a proponent of a social order as desired by the political party in power. The consensus of opinion expressed was against such a thing.

The citizens and teachers of Atlantic City under the guidance of their superintendent, A. S. Chenoweth, were given many bouquets for the many courtesies they made possible.

G. Bromley Oxnam, president, DePauw University, Greencastle, Ind., opened the convention with an address at its first general session, a vesper service. His topic was "Ethical Idealism in a Changing World." With magnificent force of oratory Doctor Oxnam presented his picture of a changing world with all its wealth and all its wretchedness. He called for understanding and the helping had. By a great many people his speech was considered the finest of the convention.

George C. Bush, Superintendent of Schools, South Pasadena, was chairman of the first session of the Forum Group in Administrative Problems, and O. S. Hubbard, Superintendent of Schools, Fresno, was the presiding officer at the second session. W. C. Crawford, Superintendent of Schools, San Diego, was secretary of this section, and Vierling Kersey, State Superintendent of Public Instruction, Sacramento, on one of the programs discussed the topic "Methods of Selection of State and County Superintendents of Schools." John A. Sexson, Superintendent of Schools, Pasadena, appeared as one of the discussion leaders.

L. W. Smith, Superintendent of Schools, Berkeley, was listed in the program as one of the directing committee that considered "Curriculum Trends and Controversies."

William G. Paden, Superintendent of Schools, Alameda, took part in the discussion at the section meeting devoted to "The C.C.C. and Its Relation to the Public Schools."

R. D. Case, Superintendent of Schools, Salinas, led the Forum in the meeting given over to the problems of the platoon schools.

Curtis E. Warren, Superintendent of Schools, Santa Barbara, was in the round table that considered "Selection of School Administrative Officers."

Frank A. Henderson, Superintendent of Schools, Santa Ana, led the discussion in the group considering "The Non-Professional Control of Public Schools."

G. H. Meredith, Deputy Superintendent of Schools, Pasadena, took part in the meeting that took up "Integration on a Secondary School Level."

H. S. Upjohn, Superintendent of Schools, Long Beach, was listed as the joint chairman of the group considering "Integration on a Secondary School Level."

Doctor Edwin A. Lee, Superintendent of Schools, San Francisco, was among those leading the presentation in the study group taking up "The Selection and Adoption of Textbooks."

Doctor Osman R. Hull, professor of education, University of Southern California, took part in the symposium considering "The Scheduling of Teachers' Salaries."

Einer Jacobsen, Superintendent of Schools, Oakland, took part in the session given to "Problems in the Expansion of the School Program to Include Attitudes, Appreciations, and Ideals."

Doctor Grayson N. Kefauer, dean of the school of education, Stanford University, appeared before three different groups and discussed such problems as "Curriculum Trends and Controversies," "How to Harmonize Divergent Philosophies of Various Groups of Teachers in a System," and "The Investigation of Horizontal Organization."

Among Californians registered at the Atlantic City convention of the Department of Superintendence were the following: Warren J. Ayer, Monrovia; Clarence B. Balwin, Huntington Beach; Miss Elizabeth Bates, assistant super-

intendent, Los Angeles; Margaret E. Bennet, Pasadena; Mr. and Mrs. Frank A. Bouelle, Los Angeles; William S. Briscoe, Oakland; George C. Bush, South Pasadena; R. D. Case, Salinas; Elmer L. Cave, Vallejo; Willis W. Clark, Hollywood; Karl M. Cowdray, Stanford University; Will C. Crawford, San Diego; Percy R. Davis, Santa Monica; Esther A. Dayman, Mills College, Oakland; Anastasia Doyle, Stanford University; B. F. Enyeart, Burbank; Charles T. Fitts, Claremont; Doctor Willard S. Ford, Los Angeles; Frank A. Henderson, Santa Ana; Carl O. Harvey, Brea; Joseph M. Gwinn, San Francisco; Earl G. Gridley, Berkeley; Mr. and Mrs. Willard E. Givens, Oakland; R. E. Green, Fullerton; C. Ray Holbrook, Santa Cruz; Eugenie W. Jones, Los Angeles; H. W. Jones, Piedmont; Doctor H. W. Jones, Bakersfield; M. G. Jones, Huntington Beach; Mr. and Mrs. Edwin A. Lee, San Francisco; Mr. and Mrs. Robert H. Lane, Los Angeles; Mr. and Mrs. W. W. Kemp, Berkeley; Grayson N. Kefauver, Stanford University; Benjamin R. Mallery, Berkeley; Melrowe M. Martin, Salinas; G. H. Meredith, Pasadena; Mr. and Mrs. A. G. Paul, Riverside; William Guy Paden, Alameda; Walter C. Nolan, San Francisco; George C. Mullany, San Francisco; Louise E. Plummer, Fullerton; Doctor Lester Burton Rogers, U. S. C., Los Angeles; Nila B. Smith, Whittier; L. W. Smith, Berkeley; A. Haven Smith, Orange; Albert M. Shaw, Los Angeles; John A. Sexson, Pasadena; Mr. and Mrs. Frank W. Thomas, Fresno; I. Keith Taylor, Oakland; Richardson D. White, Glendale; George R. Wells, Santa Ana; Curtis E. Warren, Santa Barbara; Robert E. Cralle, Inglewood; Jerome O. Cross, Santa Rosa; E. L. Van Dellen, Ventura; Mr. and Mrs. T. S. MacQuiddy, Watsonville; A. H. Horrall, San Jose; Roy W. Cloud, San Francisco; Vierling Kersey, Sacramento; Doctor Osman R. Hull, Los Angeles; O. S. Hubbard, Fresno; Einer Jacobsen, Oakland.

Among the bookmen present at the N. E. A. convention from the Pacific Coast were John Beers, Macmillan Company; Walter J. Clark, G. & C. Merriam Co.; Fred Secrest, Southern California School Book Depository; and W. M. Culp, Harr Wagner Publishing Company.

THE NATIONAL COUNCIL of State Superintendent and Commissioners of Education had their annual meeting this year at Atlantic City under the presidency of Vierling Kersey, State Superintendent of Public Instruction of California.

SNAP SHOTS ALONG THE BOARD WALK

SEEING GEO. C. BUSH, Superintendent of the South Pasadena city schools, sitting on the platform at the opening session as a member of the executive committee, department of superintendence.

WILL C. CRAWFORD, Superintendent of Schools of San Diego, was registered at the convention as from Honolulu, T. H., in the first issue of the "The Gist."

PERCY R. DAVIS, the erudite Superintendent of Schools of Santa Monica, was seen pacing along the Board Walk in a brisk breeze, thinking of the salubrity of Santa Monica, in search of some elusive Baltimore oysters in a stew.

THE ATLANTIC CITY Chamber of Commerce had ordered weather to suit all tastes. The first two days were sunshine, warm and springlike, with fresh breezes from the Atlantic Ocean, made to order for California, Arizona, New Mexico, Florida, and Texas. The third day was drizzly rainfall to make Oregon and Washington people homesick. The following day, with sleet and snow, made all the rest realize winter was still here in the United States.

THE ROLLER CHAIRS on the Board Walk were kept busy. The negro engineers got the exercise and the riders breathed the air. Without doubt, Atlantic City is the best equipped in the United States for the holding of conventions. It boasts

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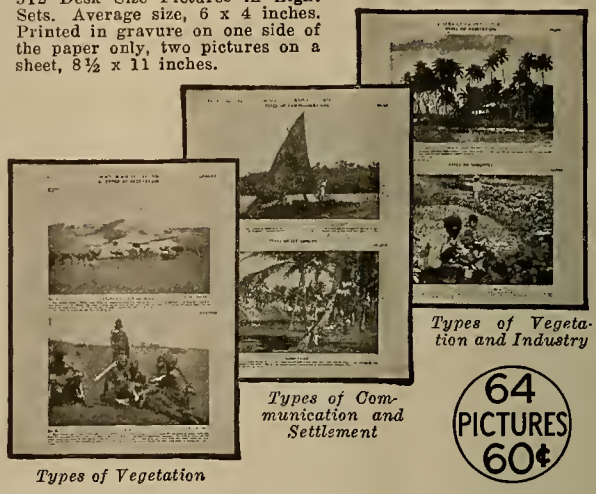

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a huge auditorium and great hotels able to accommodate tens of thousands of persons situated conveniently along the Board Walk.

The preponderance of persons attending the convention were from the Atlantic Coast.

Fifteen breakfasts, thirty luncheons, and twenty-two dinners were served to special groups during the convention.

From Orange County, California, came one of the largest delegations to the convention from the West.

Texans and Missourians staged a quiet brawl for the honor of the next year's convention site.

The convention exhibit was located in the arena of the Auditorium. There were some two hundred and fourteen different exhibits running the gamut of everything educational needed for equipment of school plant or classroom.

We glean the following two comments from the press in regard to the discussion of free speech:

"I am concerned," says Dean Grayson N. Kefauver, of Stanford University's School of Education, "with the effect of this unwarranted attack in causing many teachers to refrain from considering important social problems for fear they will be criticized or their positions be put in jeopardy. Such an effect would seriously devitalize instruction in this important field at this time when there is great need of it."

"The right of free thinking and free speech is at stake," warned Doctor William W. Beatty, president of the Progressive Education Association. "And unless we protect those rights, guaranteed to us in the Fifth Amendment, soon there won't be any American democracy left."

Glenn Frank, president of the University of Wisconsin, appeared at the meeting on the program of the third general session. He told the educators that a "double crisis, on the one hand in external support and on the other in internal policy, has caught the schools in its vice-like grip." Heywood Broun in his column writes of the speech, "It was just such a speech as a Republican long-shot sleeper should have made. As a matter of fact, Glenn Frank fits the Republican requirements exactly. He is liberal enough to fall into the group which the *Herald-Tribune* vaguely labels "the younger element" and yet there is nothing in his program to cause the Old Guard much alarm. . . In spite of his laughing denials, I insist that his address was the document of a gentleman who has heard the buzzing of the bee. Doctor Frank spoke for more than an hour and said not a single word which could have offended any one of the thousands of superintendents who have been sitting on the crater edge of controversy since Charles A. Beard tossed in Hearst and blew the whistle to announce the beginning of hostilities. In all fairness to Doctor Frank, it should be added that he did speak out boldly and forthrightly against the red-baiting of the publisher."

The California Breakfast held at the Ambassador Hotel at the sunrise hour of 7:10 a. m. was attended by practically the whole California delegation and many guests were present. The arrangements were under the general direction of Roy W. Cloud, secretary of the California Teachers' Association. John A. Sexson, Superintendent of Pasadena schools, held the crowd in humor in fine restraint. Several delightful speeches and stories were given. Among those called upon for remarks were Vierling Kersey, Superintendent of Public Instruction of California; Florence Hale, editor of "The Grade Teacher"; A. J. Stoddard, Superintendent of Schools of Providence, R. I.; William John Cooper of Washington University; S. D. Shankland, executive of the N. E. A.; Doctor Willis A. Sutton, Atlanta, Ga., and Joseph Marr Gwinn, former Superintendent of Schools of San Francisco. Stuart Chase, economist, gave forth this pleasant analysis of world affairs:

Stuart Chase, noted economist and writer, told the third general session of the Department of Superintendence, National Education Association, in the Auditorium last night that capitalism had outlived its function. He added that it would take many years to clear the wreckage.

"Industry has been moving rapidly toward the semi-automatic and where possible the automatic method," declared Mr. Chase. "The photoelectric cell is now taking over some kinds of inspecting, and other mental work. Nothing can stop this transition to the cheapest, easiest, most dependable method.

"As it marches, other things being equal, men lose their jobs and their purchasing power. Along about 1920 in the United States, the man power employed in all our great industrial divisions began to decline."

The speaker went on to say that in the last decade industrial efficiency had no use for more man power in the great primary industries, no matter how much output increased.

Further along Mr. Chase said: "The United States has reached the Pacific and turned back on itself. The pioneer is dead. Go west today and try to get a job in Hollywood walking on with a spear. There are relatively more unemployed in California than in New York State. The frontier is gone and with it the new markets that followed the opening of free lands. Meanwhile the industrial and agricultural plant has been developed to a point far in excess of market demand."

Here's what caused the depression, according to Mr. Chase: "The growth of inanimate energy; the growth of invention; the decline in man-hour costs, while costs in terms of money have been pegged by monopoly and waste; the increase in technological unemployment; the network of specialization which has destroyed local self-sufficiency; the halting of the population curve; the development of the productive plant to a capacity far in excess of market demand; the saturation of foreign trade, due to the exporting of energy and invention to so-called backward nations."

Interpreting the facts as calling for a new social order, Mr. Chase continued: "Machines, crops, and manpower are a drug on the market. As I see it, the financial system founded on security has been split wide open by the technological pressures of an abundance economy. I believe that capitalism has outlived its function, though the wreckage will take many years to clear away. We are habituated to it, and the habits of men change slowly."

In regard to the Hearst controversy, it may be said that many school men regret it, as they consider that the Hearst press has been the most consistent supporter of free public education in the United States that we have had.

William A. Walls, School Superintendent at Kent, Ohio, has recently been appointed Relief Director of the State of Ohio.

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EUCATORS TO HOLD CONVENTION

THE CONVENTION meeting will be held in the Fairmont Hotel, San Francisco, April 15, 16, and 17. The general theme will be "Advance Frontiers of Secondary Schools." At the morning session Superintendent Edwin A. Lee of San Francisco will preside. Honorable Vierling Kersey and W. R, Hepner, chief, Division of Secondary Schools, will be the speakers. Doctor John W. Harbeson will preside at a luncheon for the principals of the secondary schools and their friends.

Monday afternoon there will be conferences of various groups. Monday evening, April 15, there will be a combined college dinner. E. C. Browne of Placerville Union High School will preside.

Tuseday morning there will be regional committee reports. The noon luncheon hour will be devoted to the Parent-Teacher Association and the Phi Delta Kappa. The afternoon will be devoted to the Association of California Secondary School Principals. J. R. McKillop of Monterey will preside. Tuesday evening there will be a dinner for the Association of Principals of the Secondary Schools, presided over by J. R. McKillop.

Wednesday morning session, Walter R. Hepner, chairman. Speakers will be Doctor F. W. Thomas of Fresno State Teachers' College, Grayson Kefauver of Stanford University, and others. At the noon luncheon Dean Deutsch of the University of California will be the speaker. It will represent a combination of the Western Association of Colleges and Secondary Schools. The afternoon session will be devoted to the Western Association of Colleges. Doctor F. W. Thomas will preside.

WILBUR GLENN VOLIVA, overseer of Zion, claims he will live to be 120, principally on account of his diet of nuts and buttermilk. Readers of this journal will find that the best place to buy nuts is at Buddy's Squirrel Nut Shop, 791 Market Street, San Francisco, next to California Theater.

WHEN BRAIN-TRUSTERS FALL OUT

ELEVEN SPEAKERS presented eleven different viewpoints on the "pressing problems of today" before an audience composed of members of the National Educational Association.

One held that capitalism is on the way out, that we are in for collectivism and other important changes. Still another was equally convinced that the present system was essentially sound and predicted that there would be no important changes. Others took up side issues with equally sharp division of opinion.

When brain-trusters disagree, what's to become of the rest of us? If the professors and doctors of high and low degree, or should one say long and short degrees in political science and related arts, can't get together on formulas, diagnoses, and predictions, whom is the country going to turn to? Who is to advise the President and the thousand and one minor executives and officials who, in the past, have depended on politics, and now can't turn to science without running into difficulties?

Perhaps it is just as well to depend a little more on Mother Nature to take a hand. There are, after all, a few natural laws operating without our volitions, as it were, and automatically when so-called crises appear, the best we can do is not to rock the boat and trust that the winds which at the moment seem to bring calamity will eventually drive us safely into port.—*Editorial discussion on the N. E. A.*

ECHOES FROM THE N. E. A.

AN ATTACK on "indoctrination," the introduction of new social principles in the school room, was made by Frank W. Ballou, Superintendent of Schools, at Washington, D. C.

"As a superintendent I should like to have help in defining what that new social order is for which the schools are to prepare," he said. "Teachers should confine themselves to giving pupils a clear idea of the existing social order, some understanding of its strength and weaknesses."

FRED J. KELLY, chief of the division of higher education of the United States Office of Education, declared indoctrination to some degree is inevitable, since the teacher is certain to expose his own point of view in expounding his subject.

"If the pupils have any respect for the teachers' opinions," he said, "they are sure to absorb some of his viewpoint."

WORTH MCCLURE, Superintendent of Schools of Seattle, Wash., declared the aim of schools to be "development of citizens trained to individual discipline by a social conscience," and warned that school organizations must be more flexible.

"We will not be indoctrinated by patterns of government borrowed from across the sea," he said.

EDUCATION IS SECOND LARGEST BUSINESS

EDUCATION now lays claim to being the nation's next biggest business to wholesale and retail trade and has jotted down some figures to prove it. The Federal Office of Education needed almost a year and a half to assemble its facts. But once compiled they disclosed that in the 1931–32 school period total expenditures for all education were $2,964,073,024. That figured up to far more than the value of the products of the biggest manufacturing industry in 1931.

The Census Bureau listed first that year the $2,180,823,462 expenditure for the products of the meat packing industry. Motor vehicles, in second place, were worth $1,567,526,262. Going deeper into its mathematical deliberations, the education office found that all publicly supported education could have been paid for in 1932 with 9 cents a day from each of 74,114,268 persons of voting age. Private education would have added 2 cents. On an annual basis, the cost of both public and private education totaled $39.99 for every adult, as compared with $44.34 in 1929–30."—*New England Journal of Education.*

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About five years ago a group of San Francisco business men conceived the idea of uniting beauty, economy, and service. The consummation of this idea was the El Cortez Hotel. Douglas Dacre Stone planned the girders and beams, the pillars and cross-sections, clothing the network of iron and steel with ornamental plaster and colored cement. The builder closely followed the architect's plans. El Cortez was erected! On Geary Street, between Taylor and Jones streets, strong and graceful, the building stands fifteen stories high, 325 rooms with outside exposure, giving unobstructed views of the surrounding hills and the Golden Gate.

El Cortez symbolizes "Courtesy," and certainly the moment you enter the friendly warmth and elusive charm of old Spain greet you. You are lured geographically and historically. Is it that the slender wrought-iron balconies, the tropical plants, and tiled fountain suggest Valencia and Spanish gentlewomen? Perhaps the thick oriental rugs and painted tapestries breathe a spirit of Moorish grandeur. You are reminded of far-off Granada, the ancient Alhambra; Castile and Gibraltar seem more than just names. As in a dream you wander through the softly lighted lobby, feeling a sense of adventure. Tonight you are living with Columbus and Magellan. Somewhere in the distance a radio plays soft, quick music. In a moment's fancy, you watch the dancing girls, rose in hair and Spanish shawls, beating time to the tambourine and castanets. What an evening! Thus you reminisce through the lobby, strolling slowly to the Cocktail Room, recently modernized in the most exquisite and fascinating manner for the epicure and devotees of Bachus.

When ready to retire, high-speed passenger elevators swiftly and silently transport you upstairs. No jerks, no grinding noises, a feeling of perfect security in the noiseless electric mechanism! Passing through the quiet corridors to your apartment, there is an echo of the same colorful atmosphere of Spain in the florid carpets and coffered ceilings.

But the old-fashioned traditional hotel room—where is it? You have entered a uniquely designed, beautifully appointed living-room. The drapes are soft-toned yet cheerful, and harmoniously blending with the rose and jade in the Persian rugs. There is a large, comfortable Davenport, arm chairs, occasional chair, a secretary, and desk chair; small table with mirror to match, smoking stand, coffee table, a chest of draws, a floor lamp, and bridge lamp. A multple radio is built into the wall. The walls themselves are sound-proof. The furniture is early modern and Spanish in design, quietly elegant. From each window there is a splendid view of San Francisco. Here is a lovely room for entertaining your friends, to live in, and enjoy yourself.

At any time the living-room can be converted into a bedroom. The door to the large well-ventilated dressing-room swings out. Twin beds or one large double bed can be let down. The mattresses are selected with great care, ensuring complete rest and comfort. If you care to read in bed, both the floor and bridge lamps are admirably adaptable. If only a soft indirect lighting is desired, the ceiling light gives just the right illumination.

Adjoining the living-room is the bath, fitted in the most ultra modern style of colored tiles. There is a shower above the large porcelain tub. Shower curtains are arranged around it. A full length mirror is fitted in the door. A smaller mirror hangs above the beautiful hand-bowl. Everything represents discriminating taste and a perfect utilitarian service.

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The Cleveland Board of Education is considering taking action upon the adjustment of teachers' salaries. The question is whether to bring only teachers below the minimum up to the minimum scale level, or to give the automatic increase all along the line.

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

ELEMENTARY PRINCIPALS' MEETING

THE REGULAR spring meeting of the Elementary Principals' Association, Bay Section, was held in San Francisco on Saturday, March 9, 1935. This meeting was sponsored by our organization and was opened to all interested.

The sessions were held, both centering around the central theme "Extra Curricula and Leisure Time Activities."

The morning session was held in the Grattan School, Shrader and Grattan streets, at 9:30 a. m. The program consisted of the following practical examples of our theme:

1. The "Chums Club" of the Frank McCoffin School displayed their pets, Miss Effie Smith in charge.
2. The West Portal children demonstrated a typical student body assembly program, Miss Charlotte Estes in charge.
3. Mrs. Lydia F. Largent, elementary supervisor of art, exhibited work done by the Leisure Time Sketching clubs of San Francisco.
4. The Grattan School showed the internal workings of an elementary school library, Miss Mary Reene in charge.

The luncheon meeting was held in Drury Lane, Hotel Whitcomb, at 12:30. A business meeting was conducted by Oscar Olson, president. After the report of committees and the election of officers, we had a few remarks by our state president, Miss Sarah Young.

Our guest speaker was Doctor E. W. Jacobsen, Superintendent of Oakland Public Schools. He gave us an illustrated talk on "How Europe Uses Its Leisure Time." Doctor Jacobsen has recently returned from an extended trip through Europe. His talk covered his experiences and reactions to various dramatic and operatic productions which he observed. He described his talk as "Impressions of How Europe Plays.

The annual meeting of the California Elementary Principals' Association was exceptionally fortunate in having for its principal speaker Doctor E. W. Jacobsen, Superintendent of the Oakland public schools. Doctor Jacobsen was in Europe this last summer, and was there for the "Passion Play" at Oberammergau. He brought back some very beautiful pictures in color, both scenes of the play as a whole and closeups of the individual characters. He planned the trip to take in as many of the outstanding plays and pageants as possible, and based his talk upon these, including the "Pageant of William Tell" in Switzerland.

Doctor Jacobsen had a definite purpose in seeing this type of thing throughout Europe, and in his talk brought out some very vital points concerning its use in the future of education. He stated that the major emphasis in the schools should be upon teaching control of the emotions, and that a wise use of the *Arts* was the greatest factor for refining the *emotions*. He went so far as to state that the emphasis might well be transferred from the tool subjects to the arts—not, of course, meaning neglect of the tools, but always remembering that they are tools and subordinate to the larger field of human emotions.

The meeting was well attended. Principals from Vallejo and Napa cities, Marin, Santa Clara, and San Mateo counties, and from Oakland, Alameda, and San Francisco were present. Archie Cloud, deputy superintendent of schools of San Francisco and newly appointed president of the San Francisco Junior College, now in the process of organization, welcomed the visiting principals to San Francisco.

Miss Sarah Young, principal of the Parker School in Oakland and state president of the association, was present and gave a very interesting report of the other section meetings of the state and the work of state committees. She also spoke of the Elementary Principals Association's Yearbook, "Leisure—Loafing or Living," and urged the principals to read it. She also stated that the official "News Bulletin" of the state association will be issued once more this year, and that it is issued with no cost to the sections, but is paid for entirely by the state. Copies of the "Bulletin" are sent to all presidents of similar associations throughout the Eastern states. One of the most interesting pieces of work being done by the association at present is the study being made of "Trends in Elementary Education." Miss Young is a very able president and has done much to further the growth of the association throughout the state.

Robert Abbott, formerly of the Fresno city schools and now principal of the Elizabeth Sherman School in Oakland, was present at the meeting. He is a former state president of the association. Two visiting principals from Massachusetts were present. Among the San Francisco principals were Miss Lily Love of the Pacific Heights School, Miss Elvina Berard of the Commodore Sloat School, Miss Carrie Daly of the Sunshine School, Miss May Nolan of the Visitacion Valley School, and Mrs. Emma Maland of the Patrick Henry School. Miss Charlotte Estes of the West Portal School was elected the new president of the Bay Section.

Fred Zimmerman, principal of the Stonehurst School in Oakland, is a very able and energetic secretary. His reports indicate that the Bay Section is thriving and growing and that there is genuine interest in its work.

Let us hope it will continue to thrive and grow. We feel that the organization of the elementary principals into a unified group throughout the state is one of the farthest steps forward that has been taken in the elementary field. It should be permanently successful and should become a power both administratively and educationally.

We urge you to join your section of the Elementary Principals Association' and to join now.

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THE UNIVERSAL LANGUAGE

DREAMS of an international language have resulted in many attempts to devise a scientific tongue or to replace the 3000 different languages now in use throughout the world. Such proposed languages include Esperanto, Volapuk, etc. However, none of these suggested mediums of expression has attained more than a minority following throughout the world.

The English language is spoken by the people of Great Britain, including England and most of the colonies, and also, of course, by the people of the United States. Throughout North and South America, and in the Orient, English has grown rapidly in recent years as the accepted language of commerce. There have, it is true, been characteristic differences in the so-called British and American languages; these differences are slight, however, in comparison with the language as a whole.

The world-wide popularity of radio and the growing popularity of the talking motion picture are sweeping away the dialectal and provincial differences of English speech. English-speaking countries have by far the greatest influence in both radio and "talkies," so that English is making rapid strides toward becoming a world language. It has been predicted, indeed, that this century may see a universal language established, and that this international language will be English.

The English language received its name from England. That country was christened "Angleland" by the Angles, who were according to Webster's New International Dictionary, "a tribe of Germans from the southeast of Schleswig, in Germany, who settled in Britain and gave it the name of England." The Angles, together with the Saxons (people of Holstein, Germany) and Jutes (tribes of Jutland), invaded and conquered Britain in the fifth century. Old English is therefore known as Anglo-Saxon; it prevailed from the year 450 to about 1150 A. D. Middle English held sway from about 1150 to 1550. Since 1550 the language has been what we now know as Modern English.

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On recommendation of Superintendent Edwin A. Lee, the Board of Education of San Francisco voted to establish a junior college and elected A. J. Cloud as president, with a salary of $7000 per year. The University of California will make available for junior college purposes the University Extension Building, 240 Powell Street, San Francisco.

During his long term of service in the San Francisco public schools Mr. Cloud has been teacher, head of the English department of Lowell High School, deputy superintendent of schools and now chief deputy.

Mr. Cloud has been a member of the department of superintendence of the National Education Association since 1923; has been a representative on the California Council of Education, governing body of the California Teachers' Association, continuously since 1911; secretary of the California Teachers' Association, Bay Section, from 1910 to 1916; president of the California Teachers' Association, Bay Section, 1916–1917; president of the California Society of Secondary Education, 1924–1932; and secretary–treasurer of the Western Association of Colleges and Secondary Schools since its formation in 1928.

Mr. Cloud is also the author of several popular textbooks and is a lecturer of distinction on educational and historical topics. His appointment was hailed by educators in various parts of the country with approval.

THE N. E. A. IN DENVER

The great 1935 round-up of the N. E. A., officially scheduled for one short week in July, will, for thousands of teachers, become an all-summer, all-Colorado vacation. For Denver is the heart of the world's great vacation land.

Denver itself is only twelve miles from the mountain range. Within easy access of the city are innumerable trips through rock-walled canyons to emerald lakes sparkling on top of the world and to the summits of peaks looking down on the clouds. In less than a day one may drive from Denver to the summit of Mount Evans, 14,300 feet above sea level, and return. The ardent motorist who can forego a morning's sleep will drive up to see the sunrise from the summit, bringing a frying pan, bacon, and coffee-pot along, for breakfast on the shore of Echo Lake.

Teachers not only of Denver, but of all Colorado, are prepared to help the N. E. A. guest plan his stay in terms of a great vacation. For further information or photographs, write to A. Helen Anderson, supervisor of publications, Denver Public Schools, Denver, Colo.

WESTERN SCHOOL NEWS

The State of California Department of Education issued on February 15 a very complete review of 1935 legislative proposals affecting education.

The contents of the "California Journal of Secondary Education," now published at Santa Monica, Horace T. Rebok, editor, for February 1, 1935, is largely made up of a series of articles on the curriculum. Among the contributors are Frank W. Thomas, Grayson N. Kefauver, and H. S. Upjohn. There is also a reprint of an article by Will C. Wood on "Uniformity of High School Text Books" and a discussion of the subject by the editors.

Will C. Wood is seriously ill at his home in Oakland. His personal friends and his educational associates everywhere hope for his speedy recovery. He made a great contribution to education in California. His organization of our high-school system, his interest in the improvements of our elementary schools, and his success as a banker are so outstanding that he is entited to have his name written in large letters on the tablets of fame.

In the Library Department in this issue, conducted by Mrs. Henshall, is the brief story of the forgotten man, Peter G. Burnett. Read it. We trust that before his constructive work for citizenship and services to the people are entirely forgotten some of our California authors will write his biography.

United States Senator Thomas of Utah, will be one of the lecturers at the summer session, Berkeley, Cal., in 1935. He will give a course on present-day political and economic trends. He was recently elected United States Senator, to succeed Smoot, after a unique campaign in which his students took part.

"Arts and Crafts Affairs" for February, 1935, is an interesting number. It is published by the School of Arts and Crafts, F. H. Meyer president. This school has been in operation many years. Its graduates as teachers, artists, craftsmen are making good in all parts of the Pacific Coast. Write for catalog to F. H. Meyer, director, Broadway at College Avenue, Oakland, Cal.

Miss Helen Heffernan, chief, division of elementary education and rural schools, State Department of Education, presided at a conference of elementary school principals and district superintendents at the Santa Barbara State Teachers' College, February 23.

The meeting was held in two panels, Miss Heffernan leading the first discussion on "Is the Use of Tests and Measurements Incompatible With a Program of Progressive Education?" She stressed the point that the tests as a rule do not fit modern education as they and the norms are built in the formal type school.

The second panel, "What Modifications or Changes Are Necessary in the Elementary School Program to Meet Changing Social Conditions?" had Charles W. Waddell, professor of education, U. C. L. A., for its chief speaker. In leading the discussion, he gave a contrast between past and present educational conditions, stressing the fact that we must still teach the Three Rs, but we must teach for use now, and not for the future.

Luncheon followed, with George N. Hale, president Elementary School Principals' Association, Southern Section, presiding. Doctor Gertrude Laws, chief, bureau of parent education, State Department of Education, gave a splendid address on "Avenues of Communication Between Elementary School Principals and Parents."

EMERGENCY EDUCATIONAL PROGRAM SCHEDULE

A comprehensive schedule of classes maintained by the Emergency Educational Program, San Francisco, has just been issued by Arthur H. Chamberlain, director. Classes maintained under the program are supported by federal funds and are open to men and women who are desirous of better fitting themselves in their respective fields, and to those who are unemployed. Further information may be obtained at headquarters, room 405, Civic Auditorium, San Francisco, Cal.

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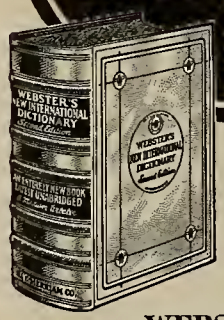

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Library Meeting at Lodi

EVEN a drenching rain did not dampen the ardor of librarians who came from far beyond the confines of the Fifth District, C. L. A., to attend the district meeting on February 9 at Lodi in the spacious building owned by the Lodi Women's Club. The large gathering from within and without the Fifth District was called to order by the president, Grace R. Taylor, librarian, Sacramento Public Library. Mrs. Edith O. Morris of the Order Section, State Library, as secretary of the district, and Miss Amy Boynton, librarian, Lodi Public Library, ably assisted Miss Taylor in her official duties.

Wilson H. Thompson, president, board of trustees, Lodi Public Library, not only cordially welcomed the libraries to Lodi, but also urged them to visit the local library located in the same block as the clubhouse. He traced the history of the library most entertainingly from its small beginning to the present well-developed organization housed in its commodious building. He showed keen appreciation of librarianship as a profession and dated the beginning of the development of their library from the time that a professional librarian was employed. He paid high tribute to the efficiency of their librarian.

At a brief business session Miss Taylor was elected nominator and Mrs. Morris alternate to serve at the annual meeting. Mrs. Morris reported the present status of C. L. A. membership. Miss Boynton, in a short, logical talk, showed the desirability of membership in the American Library Association.

At the request of Miss Taylor the assemblage was greeted by Miss Mabel R. Gillis, State Librarian. Miss Gillis commented on bills before the Legislature this year which are of interest to librarians. She spoke with approval of a certification law for the librarians of California and stated that the library standards committee of the C. L. A. are preparing such a bill.

Miss Eleanor Hitt, president, California Library Association, told of her plans for the annual meeting to be held June 5–8 in Sacramento. The idea of acquainting the membership at large with the purpose and accomplishments of the C. L. A. will be carried out consistently in formulating the program.

Miss Hitt spoke briefly of the function of each of the various committees of the C. L. A. and of the messages they will have to present at the annual meeting. She announced that a bulletin will be printed by the State Departmetn of Education, ready for distribution the next school year, which will embody the findings of the new coöperative committee on elementary teacher training in children's literature and the effective use of libraries.

Plans for interesting section meetings were presented. Miss May Massee of New York, who is to be a speaker at one of the general sessions, will also be a special attraction at the section meeting for work with boys and girls in and out of school.

During the noon intermission luncheon was served by members of the Lodi Women's Club in the large banquet room of the clubhouse. An orchestra from the Lodi High School, with Sidney Halsey as director, furnished music for the occasion.

At the afternoon session Lorretto Vallem, accompanied by Eleanor Turney, delighted the audience with two vocal solos.

Miss Margaret V. Girdner, librarian, Galileo High School, San Francisco, who attended the A. L. A. conference in Montreal, Quebec, June 23–30, 1934, chose for her subject "Ramblings." Miss Girdner showed fine discrimination in planning her visits to libraries and publishing houses. Conservation of time with the maximum in results was most apparent as she related in her inimitable way the visits she made. Knowing that the Enoch Pratt Free Library is outstanding and represents a combination of ideas taken from the best features of many libraries, she centered her interest on a thorough visit to that library instead of scattering her efforts over many. She gave the audience mental pictures of its numerous fine points.

Miss Girdner stressed the pleasure she experienced as institutions were transformed in her mind into personalities as she met the people responsible for their success. Her interviews with the junior editors of publishing companies left with her the definite impression that authors, publishers, and editors would welcome information from librarians concerning the kind of books the reading public desires. This, she thought, was a duty librarians should assume.

"The Forgotten Man in California History" was the subject chosen by F. C. Clowdsley, District Attorney, San Joaquin County. He prefaced his address by expressing great appreciation for the unfailing courtesy and helpfulness he had always experienced from librarians. His father, W. F. Clowdsley, was formerly librarian for forty years of the Stockton Public Library.

Peter H. Burnett, the first elected Governor of the State of California, was named by Mr. Clowdsley as the forgotten man in the history of our state. He wove a fascinating story around the main events in his life from the date of his birth in 1807 until his death in 1895. Although he had only six months' schooling in his entire life, through his own efforts he educated himself, wrote four books, published the paper *The Far West,* became a lawyer, district attorney of counties in Missouri, a judge of the Snpreme Court in both Oregon and California, and Governor of California.

As a young man he was always pioneering and constantly on the outposts of civilization. He organized the first great wagon train to the Pacific Coast. It stretched five miles across the plains and comprised about one thousand people with the Oregon Country as their objective. After a trip lasting six weary months they arrived in Oregon and more than doubled its population. Later on, Peter H. Burnett led the first wagon train from Oregon for California in search of gold. He was instrumental in bringing about a form of government for Oregon in 1844. He presided at a meeting for territorial in place of military government for California. He was also a mmber of the state constitutional convention. After its adoption he announced his candidacy for Governor and was elected. His name also assumed national importance when he wrote the first prohibition law in the United States and the first anti-slavery law in the West. Peter H. Burnett should be one of our best-known citizens.

In the twinkling of an eye the audience was transported from the history of the past in California to history in the making in Russia, as Miss Frances Frater of the Sacramento Junior College told of her study of the Russian Theater during ten days spent in Moscow. She told of the opportunities presented to Soviets who showed ability as actors and of the care and training given to them. For the children's theaters the finest actors available were procured, as well as the best music and plays.

Although seventy theaters were going daily in Moscow, there was no dearth of patrons, as a system of admission tickets had been devised whereby the workers in the factories, stores, et cetera, had access to these places for recreation.

Seventh District Meeting

MEMBERS of the Seventh District of the California Library Association, which comprises Humboldt and Del Norte counties, arranged a most delightful dinner meeting on March 2 at the Eureka Inn in honor of Miss Eleanor Hitt, president of the association and assistant state librarian, and Miss Beulah Mumm, head of the reference section of the State Library. Mayor Frank R. Sweasey and Mrs. Sweasey of Eureka, city and county officials, librarians and assistants were dinner guests.

Under the supervision of Mrs. Helen Bartlett of the Eureka Public Library and Miss Georgia Davis of the Humboldt County Library, who is secretary of the Seventh District, the dinner table was most attractively decorated with jonquils and other spring blossoms.

H. A. Kendal, city librarian and president

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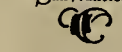
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of the Seventh District, was an exceptionally fine presiding officer. After a cordial welcome to the guests, he reviewed briefly the history of the library association and told of its accomplishments. Mr. Kendal had the unique distinction of being the one and only member of the Seventh District, C. L. A., in 1912. That year he represented the district at the annual convention of the C. L. A. at Lake Tahoe.

Mayor Sweasey, a most fluent speaker, paid eloquent tribute to the service rendered the public by librarians. In commenting on what they are endeavoring to do, he emphasized in particular the point that they lack political organization and political contacts, which hinders their securing what they need and deserve when going before the boards of supervisors or city councils to procure the necessary funds. He suggested that librarians and library patrons be more vociferous and not so modest and silent concerning their needs.

Miss Beulah Mumm, reference librarian, State Library, was introduced as the custodian of 400,000 books with patrons in all parts of California. Miss Mumm responded briefly. She was followed by vocal numbers charmingly rendered by Mrs. J. M. Garrison, accompanied by Eugene Pratt.

Miss Eleanor Hitt, president of the California Library Association, gave an excellent presentation of the organization and work of the association. The most intense interest was displayed by the audience, many of whom were laymen, and numerous questions were asked and answered. The entire meeting was most delightful and satisfactory.

The Denver meeting of the National Education Association will be an interesting one. Teachers from the various Western states will form many groups and will tour the Pacific Coast states and take in the convention at Denver from June 30 to July 5. The California teacher, as a rule, will select the direct route, via Southern Pacific over the high Sierras to Denver, on account of the favorable climate conditions during the summer vacation.

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THE WILD FLOWER EXHIBITION

Of especial interest to all California is the coming Wild Flower Exhibition to be held Tuesday, April 9, in the concert room of the Palace Hotel, San Francisco, from noon till 10 P.M. Admission, 25 cents. This display is being sponsored by the California Spring Blossom and Wild Flower Association.

As our towns and cities grow and our paved roads spread wide and far, our famous far-flung native flora is being pushed back into the hinterland. Some of it is in danger of being lost entirely. So many of our younger generation or our more recent homemakers from other states do not know the variety and beauty of our wild flowers.

The committee is asking for exhibits from all parts of the state, stressing the carefulness of the picking and selection in order always to conserve and protect our native treasures.

Prizes and ribbons will be awarded by judges. The schedule of entries will soon be ready for publication and distribution. The association special prize will be awarded to the rarest native wild flower. Miss Alice Eastwood will be councilor.

Those who are interested in this exhibition are asked to communicate with the chairman of the Flower Show, Miss Janet Cerf, 2660 Greenwich Street, San Francisco. She will mail shipping instructions. The association will refund all parcel post charges. If express is preferred, send packages C.O.D.

Does it not seem that much beauty, interest, and delight will result?

"MISSION BELLS OF CALIFORNIA"

In telling the history of the bells of the missions of California the author has woven many stories and legends and also gives a glimpse of the history of bells throughout the ages. The book is profusely illustrated, which adds greatly to its value. While bells are not used today for the many purposes that they have been in the past, there is a charm and appeal in their music that is not found in any other sound. The book is interesting and has historical value. Published by Harr Wagner Publishing Co., San Francisco, Cal.—*Monroe City News.*

EATING PLACES OF INTEREST

As in Paris and New Orleans, eating in San Francisco is a fine art.

Solari's Grill, world-famous, at 354 Geary Street, offers the epicurean special *plats du jour*. Their evening dinners are real achievements. Good food is never expensive.

One of the showplaces to visit and eat at is Bernstein's Fish Grotto. Twenty-three years ago it was a tiny stall. Today Bernstein's Fish Grottos enjoy the unique reputation of being the only ones of their kind. Their solicitous service and quality foods welcome you back again and again. For instance, who could resist lobster princess? Lobster princess is baked lobster meat, heart of artichoke, fresh mushrooms, and green peppers, served in lobster shell. Sherry wine adds a piquant touch.

The Fior D'Italia Restaurant, 504 Broadway, corner Kearny, provides the finest of Italian cooked foods. A. Marianetta and B. Lippi are the proprietors and invite visitors to San Francisco to try their special Italian dinners.

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ABBEY THEATER PLAYERS AT THE CURRAN

ELBERT A. WICKES presents at the Curran Theater for a limited engagement of two weeks only, beginning Monday evening, March 18, with matinées Wednesdays and Saturdays, The Abbey Theater Players in a repertoire of famous plays that have passed the experimental stage and are known throughout the theatrical and literary world as unforgetable successes. One of the world's most famous theaters, Dublin's Abbey Theater, in its thirty years has held the output of the entire Irish school of dramatic literature. This group of players carries a legacy with them such as no English-speaking theater possesses. William Butler Yeats, Lady Gregory, and Edward Martyn being the founders, they and George Moore, St. John Ervine, Sean O'Casey, Lennox Robinson, T. C. Murray, J. M. Synge, George Shiels, and many others of distinction have authored their plays. It was here that George Bernard Shaw's first plays were produced, in the famous little theater, and many others of distinction wrote their plays and worked untiringly until The Abbey Theater passed the experimental stage and became world-famous not only on account of the beauty and simplicity of its plays, but because of the perfect English language in which they are spoken.

For this transcontinental tour, the original and only cast from the Abbey has been brought over. In the distinguished company will be found names that easily stamp their nationality: F. J. McCormick, Eileen Crowe, Barry Fitzgerald, Maureen Delany, Arthur Shields, May Craig, Michael J. Dolan, Aideen O'Connor, Denis O'Dea, Frolie Mulhern, P. J. Carolan, W. O'Gorman, U. Wright, and Joan Sullivan. It is a tribute to America that the Free State government should consent to their leaving their native land. With their plays and their masterly playing of them these Abbey players are creating a new interest and bringing the theater back to where it was a couple of decades ago when the spoken drama was "the thing" because of its beauty, vitality, and entertaining qualities. Repertoire for the two weeks is as follows:

Monday Evening, March 18—"The Far-Off Hills," Lennox Robinson's rich and boisterous comedy in three acts.

Tuesday Evening, March 19—"The New Gossoon," a three-act comedy of sturdy charm and sunlit humor by George Shiels.

Wednesday Matinée, March 20—"The Whiteheaded Boy," a gay and brilliant comedy in three acts by Lennox Robinson.

Wednesday Evening, March 20—"Juno and the Paycock," Sean O'Casey's famous three-act comedy-drama.

Thursday Evening, March 21—"The Far-Off Hills" will be repeated.

Friday Evening, March 22—"Riders to the Sea," a play in one act by J. M. Synge, and "The Playboy of the Western World," J. M. Synge's famous three-act comedy.

Saturday Matinée, March 23—"The New Gossoon" will be repeated.

Saturday Evening, March 23—"Juno and the Paycock" will be repeated.

Monday Evening, March 25—"Drama at Inish," Lennox Robinson's sparkling three-act comedy.

Tuesday Evening, March 26—"Spring," a one-act play by T. C. Murray and "The Playboy of the Western World."

Wednesday Matinée, March 27—"The Far-Off Hills."

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Wednesday Evening, March 27—"The New Gossoon."
Thursday Evening, March 28—"The Shadow of the Glen," a one-act play by J. M. Synge, and "The Whiteheaded Boy."
Friday Evening, March 29—"Juno and the Paycock."
Saturday Matinée, March 30—"Drama at Inish" will be repeated.
Saturday Evening, March 30—"The Plough and the Stars," a stirring and powerful four-act play by Sean O'Casey.

SCOUTING MERIT BADGE EXPOSITION

The six thousand Boy Scouts, Sea Scouts, and Cubs in San Francisco are producing a great Scouting Merit Badge Exposition in the Exposition Auditorium, April 4, 5, and 6, in honor of Lord Robert Baden Powell, international founder of the Boy Scout movement, who will be visiting San Francisco at that time.

From all indications the Exposition will be the largest assembly of boyhood achievement ever held anywhere on the Pacific Coast, and should be of particular interest to educators from many angles.

One reason for the phenomenal success of the Boy Scouts of America has been the fact that it offers boys an opportunity to learn by doing; a chance to discover for themselves the requirements of manhood, chivalry, and good citizenship, and a chance to practice their self-discovered learning. The public, which has but a general impression of Scouting does not always fully appreciate the perfection of its program. That is one reason why the Boy Scouts frequently stage public demonstrations of its activities.

The coming Merit Badge Exposition will be an elaborate exhibit of all phases of Scouting, and most particularly a demonstration of the 101 merit badge subjects which Scouts delve into daily in their quest of the high rank of Eagle Scout.

It is necessary to attend a show such as the Scouting Merit Badge Exposition to fully understand the thoroughness and eagerness in which Boy Scouts learn and practice the fundamentals of bee-keeping, first-aid to animals, radio, civics, forestry, woodcraft, farm planning, dairying, radio, camping, cooking, journalism, business, and a host of other fascinating subjects.

The Scouting Merit Badge Exposition will be an unusually important occasion for the public as well as the Scouts. Lord Robert Baden Powell, the man who started the Scout movement in Great Britain and has lived to see the program benefit millions upon millions of boys throughout the world, will be in San Francisco for the first time.

Tell your youthful friends about the exposition. While it is a show of interest to grown-ups as well as to boys and girls, it will obviously be more exciting to boys of Scout age. Boys cannot usually be told what is good for them, but things which they discover for themselves are indelibly impressed upon their minds. If those things should be good, the lads will invariably be better boys and ultimately better men.

THE FEMALE FORM

Arranged with such discriminating thought, this book brings to us not only the authentic points of anatomy as depicted by careful photographing and analytical drawings, but also female grace and beauty through the medium of Mr. Pinchot's subject, Desha, the famous dancer.

In order to understand grace of movement and what constitutes it, the student must first know the coördination of the muscles and the foundation of bones underneath them. Mr. Bridgman's analytical drawings clearly define the wave of motion through the muscles which might not be clearly shown in the photographs.

Various lighting effects provide entirely new material to study in each pose. What might otherwise be harsh muscular lines are sufficiently softened by the interesting effects of light and dark to make the photographs beautifully mellowed. Every one of the thirty-three photographs is an excellent study of dark and light, one of the essentials of any art.

Besides proving invaluable as anatomy studies, these photographs provide numerous meritorious poses for murals, commercial work, etc., and each photograph has a charming touch of naïve grace because of the ostensibly unconscious balance of which they are comprised. If a careful study of each photograph is made, one can distinctly see the delicate equipoise of the individual poses.

The combination of these truly excellent photographs and clear analytical drawings makes this book one of inestimable value to any student of human anatomy, beginner or advanced. This is a really remarkable book, certainly worth having on your book-shelf, and can be purchased at the nominal sum of $2.50.

Our sincere congratulations to you, Ben Pinchot, for producing this book, and to the Bridgman Publishers for publishing it.

Miss Helen E. Vogleson has been elected chairman of the County Libraries Section of the A. L. A. for 1934–35.

TRUSTEES BULLETIN

The Orange County School Trustees' Association held an interesting meeting on February 18 in Santa Ana. "The Function of a County Association and Its Relation to the State Association" was presented by Chairman George R. Wells, and the effect of the present 5 per cent limitation of expenditures was outlined by County Superintendent Ray Adkinson. Other legislative questions were ably presented by trustees and Orange County legislators. Such well-planned meetings cannot fail to arouse the interest and cooperation of all trustees, as well as citizens interested in the welfare of our educational system.

The Kings County School Trustees' Association is one of the newly organized county groups. F. C. Carroll, member of the Corcoran Board of Education, was elected president of the County Association, and active support has been evidenced from all parts of the county.

Fresno County Trustees' Association has been holding monthly meetings in different towns of the county for some time past, with an average representation of seventy-five districts. A particularly well attended meeting

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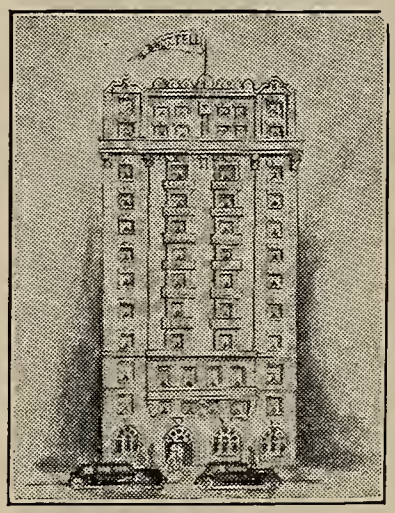

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was held February 19 in Fresno, with Superintendent Charles Geer of Coalinga and F. T. McGinnis of Crow's Landing as guest speakers.

Merced County Trustees' Association met in Merced on Saturday, February 23, and the Ventura County Trustees' Association met in Ventura on March 9. Representatives from the state association were in attendance at each of these meetings.

The attention of other county organizations is called to the fact that this association maintains a speakers' bureau and will assist in planning programs if called upon.

The City Board of Education in Glendale has just closed a three months' series of civic education discussions designed to bring about a more thorough understanding of public schools. The series was divided into six units, each dealing with some especial educational problem, and closing with an evening devoted to the study of school laws and present legislative questions. Interest in the announced programs was widespread, and the coöperation of other organized groups assisted in making this one of the outstanding community projects of the year.

John J. Allen, Jr., President of the Board of Education of Oakland, will represent this association in the group recently appointed by Superintendent Vierling Kersey to serve as a legislative clearing-house and advisory committee. Vice President Everett E. Farwell, President of the Alameda Board of Education, will serve as alternate.

A large number of bills affecting the educational system were introduced during the first session of the Legislature. Many of these are of direct interest to trustees, and the "Bulletin" will include a more detailed analysis than is possible at the present time. This association is sponsoring a definitely constructive legislative program, and appreciates the splendid coöperation evidenced by other state groups. To date no agreement has been reached with the C. T. A. on a modification of the tenure law, as they refuse to accept as cause for dismissal "any cause the operation of which is contrary to the purposes for which schools are maintained, or to the best interests of the pupils of the district." The draft of the bill proposed by the C. T. A. to be submitted to the Legislature was unsatisfactory to the trustees' association also because it provided for trial before the Superior Court on questions of fact.—*Mrs. I. E. Porter of State Board of Education, Secretary.*

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BOOK REVIEWS

THE POET'S CRAFT, Verses Selected by Helen Fern Daringer and Anne Thaxter Eaton. The Lincoln School, Teachers' College, Columbia University. Illustrated by Helene Carter. Published by the World Book Company. Price, $1.28. 338 pages.

This book is uniquely planned to develop in boys and girls a real appreciation and enthusiasm for poetry. It provides a collection of poems especially appealing, and presents them from the standpoint of craftsmanship.

ADVENTURES IN OLD-WORLD HISTORY, by Hattie L. Hawley. Publishers, Ginn & Co. Price, $1.12.

This book provides a treatment of old-world history that is simple enough for pupils in the middle grades. This new introduction to world history is planned specifically for modern progressive, open-text use, with a maximum of pupil participation and activity.

NEIGHBORHOOD STORIES, a Third-Grade Geography, by Wallace W. Atwood and Helen Goss Thomas. Published by Ginn & Co. Price, 76 cents.

An attractive reading book to supplement observational stories of the home community which are the generally accepted basis for geography teaching in the third grade. Nearly every unit of study in the book ends with suggestions of things for the pupil to do.

DEMOCRACY FACES THE FUTURE, by Samuel Everett. Published by the Columbia University Press. Price, $2.50.

There is no need for involved description of this book. Democracy, the author contends, can face the future fearlessly if it remolds itself to fit modern society. The future democracy guarantees the right to work, the right to a living wage, old-age benefits, free medical service, free consumer information, and the right of labor's participation in the control of industry along with the old guarantees. Property, profit contract, and competition conceived from the point of view of the rights of society, and many other interesting points are brought out and fully discussed.

AMERICAN READING INSTRUCTION, by Nila B. Smith. Silver, Burdett & Co., Publishers, Newark, N. J. 287 pages. Price, $1.96.

Nila Banton Smith, Ph.D., the author of this valuable book, is dean of the School of Education, Whittier College, Whittier, Cal. The content of this volume starts with the beginning of reading instruction and closes with a critical retrospect. McGuffey, Wilson, Lindlay Murray, Beacon, Aldine, Elson, Ward, and many other readers are included in the author's critical approach to the study of readers and the teaching of reading.

Miss Smith has not neglected any phase of reading, and treats in a sympathetic and understanding manner. "American Reading Instruction" is a genuine contribution to the

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subject of reading. There is not only a volume of historical, philosophical, and objective material in this book on the subject of reading, but it is a complete analysis of the entire subject over a period of a hundred years and gives valuable information that is not accessible in any other form. It is valuable to every student of reading, every teacher of the subject, and the supervisors of reading and those who make out the various courses of study on the subject.

The March of Science, a New 1935 Series for Junior High Schools. By George W. Hunter, Ph.D., and Walter G. Whitman, A.M. Published by the American Book Company.

Book 1, for the seventh grade entitled "My Own Science Problems," deals with the things about us, how we get acquainted with things, how we use light, etc. Book 2, "Science in Our Social Life." This volume is the second of the series of texts which are organized about the child in this changing world of science as it relates to the scheme of things in his school and community. Book 3, "Science in Our World of Progress." In this volume emphasis is laid on the place of science in the larger world interests and upon learning devices, and a conscious attempt is made to show the pupil reasons for doing because of the desirable outcomes in transfer of training. At the end of each pre-view, the child is asked to think back to the work done in similar units at lower levels, and a series of generalizations are given him on which he will build the new concepts and generalizations at the ninth-grade level.

Stammering and Allied Disorders, by C. S. Bluemel. Published by Macmillan Company. 182 pages. Price, $2.00.

This subject is presented, so far as possible, in non-technical language in order that it may be of aid to teachers, stammerers, and parents.

The Calico Ball, by Emma G. Sterne. Dodd. Price, $2 Another outstanding volume by the author of "No Surrender," giving fine picture of life in the old South with story of a young girl's longing for better things. Grade 8, and high school.

Miss Della B. Heisser, District Superintendent of schools of Turlock, passed away February 17 after a three-weeks illness. She began her work in Turlock some twenty-five years ago as a teacher and was district superintendent for about sixteen years. She built up a very fine library system and was among the first superintendents to establish libraries in the individual schools and teach from a library background.

Agnes Howe, formerly of the State Teachers' College and County Superintendent of Schools of Santa Clara County, is now 82 years of age. Her four-score and two years do not preveut her from enjoying life and taking long trips in her automobile. Miss Howe has an educational record that is a source of pride.

The American Educator, edited by Carroll Atkinson, principal of the Frémont School, San Luis Obispo, is an original publication with a message. Professor Atkinson writes from conviction. The journal is published by the Elementary School Principals' Association.

Over 35,000 teachers belong to the California Teachers Association

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1. **What is California Teachers Association?**
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2. **What are its aims?**
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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1934, was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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A fourth grade book, beautifully printed, that gives a colorful picturization of the early Indian and Spanish life on the Pacific Coast. 235 pages. List, $1.50.

II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

III—EARTH AND SKY TRAILS, *By* FREDERICK H. SHACKELFORD, *Supervisor of Elementary Science, City Schools, Pasadena, California.* 224 pages. List, $1.00.
A book to charm children into an appreciation and understanding of the wonders and beauties of the land in which they live. For the upper grades.

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THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

The Dove of Peace.—The budgets for new war material, for battleships, for airplanes, for munitions, for more trained soldiers, for poison gas and machine guns remind us of 1916. We reprint in these pages an extract from a poem by Madge Morris, published at that time—it was a real picture of the World War. It is also a prophecy of tomorrow:

THE RED WINDS BLOW

The red winds blew around the world.
The gaunt wolf rose, and sniffed, pricked forward pointed ears;
The vulture sharped her beak; Death held his breath!
And dissonantly twanged the music of the spheres.
The red winds blew. The nations stirred uneasily,
As when a loitering zephyr ruffles summer leaves,
Then swift, and sudden as the gathered tempest strikes,
Ten times a million men rushed at each other's throats.
And drenched the fair earth with each other's blood.
Ten times a million Christian men, with songs of home
Upon their tongues; each praying to the self-same God
For strength to slay, and slay, and kill and kill
His brother men across the reeking trenches, till
No man was left to lift a hand opposing him.
For what? and how? and why? and why?
To claim a city by another claimed, mayhap?
To step across a line marked on a map?
For greed of place? For power to rule God's unmarked seas?
Or this? or this? or that? or that? or these?
The tramp of armies shakes the smiling lands.
Such armies! God of Hosts, till now, Thou hast not seen.

It does not seem possible that the white dove of peace will cease to be the emblem of humanity, yet the poet tells us that the dove ate the worm. Doctor David Starr Jordan crusaded for peace, along with Edwin Ginn, yet lived to see the world at war. A new generation is here. Will it mean new boundaries, and the blood of battle?

The Ideal American Citizen.—Leo B. Baisden, assistant superintendent of Sacramento city schools, in an address before a group of elementary school principals outlined his conception of "The Ideal American Citizen." Here is a brief extract:

WHO IS THIS IDEAL AMERICAN CITIZEN?

Stand any day on a street corner of San Francisco or Oakland. There you will see him "in the concrete." He is that well-groomed gentleman with the stick and the top hat. He is that slouching Mexican smeared with mud, fresh from grubbing in a sewer ditch (sign of progress!). He is that Japanese gardener with an armload of bright carrots. He is that heavy-faced Slav, black and grimy from the shipyard. He is that farmer, with hayseed sticking out all over him, but hands that know the friendliness of good earth. He is that bulky negro with the infectious smile and the garbage can on his back. He is *each* of these. He is *all* of these. He is every combination of these—black, white, yellow, rich, poor, cultured, uncouth. I turn from this pageant of humanity and again ask myself and you Who is this "ideal American citizen?"

The development of the ideal citizen for the new social and governmental era on which we are embarking offers a new challenge to our schools. I do not believe that that invites us to a new undertaking. The American schools have always developed democratic citizens better, I think, than it has ever been done any place in the world. The challenge is, rather, for a new emphasis on citizenship and to do even better a job that we have been doing well. It is a challenge to every teacher and every principal to develop in the highest degree democratic and social types of class organization. To develop in children the habits of thinking for themselves and going to many sources for their information. It gives a new value and impetus to social studies and to all of the artistic and creative subjects, such as art, music, literature, and drama, which must pay a larger part in the lives of people who have more leisure. It gives us in particular new motives to seek out the gifts of individual children in order that these gifts may be capitalized in the intrests of their happiness and enjoyment. It is a challenge that children be prepared not merely to earn a living and live a life, but to live that life fully, vigorously, and abundantly.

Education and Crime Prevention.—In the April issue of *The California Schools,* Honorable Vierling Kersey gives teachers a series of practical suggestions on crime prevention. He places special emphasis on the will of the people to prevent crime. It is a sad realization that the increase in the facilities for education has not decreased crime. Our textbooks, classroom teaching, public lectures, schoolhouses, and churches all fail because we do not stress the influence of the home environment strong enough. Capital punishment, prisons, educational reformatories, have not lessened crime. We need a definite program for preventing crime, to begin with the home environment. The gangster crowd must be eliminated. The language the gangster talks must not be learned by our juvenile population. Barbary Coast and other centers of a similar nature must cease to exist. We cannot expect to train an ideal American citizen in the environment of an apartment house. Patriotism, honesty, and good citizenship is not developed on a hitch-hiking tour, a relief camp, or by alphabetical emergency institutions. We must carry the principles of the public school into the environment of the child. We must educate the children for the state by first educating them for the family and the school, for, as the eloquent Southerner said, "Back of the state stands the citizen; and back of the citizen stands the school; and back of the school stands the home."

United We Shall Stand.—John Dewey's page in *The Social Frontier* has almost converted us to a belief in the American Federation of Teachers. Of course we still cling to Tennyson's poetic idea of "The Federation of the World, the Parliament of Man." Perhaps the teachers should not consider themselves in a special class. They certainly should not in the present economic conditions claim special privileges. Dewey claims that an open alliance of teachers with workers would greatly strengthen the educational as well as the economic position of the teaching body. There is no doubt in the minds of clear-thinking people that the days of rugged individualism is past, and that the professional branch of human endeavor must be organized and affiliate with the government in order to absorb the surplus of the over-educated and the surplus of the illiterate. The time has come for direct political and economic action for the alliance of all classes to meet the aggressive demands of social justice. John Dewey closes his articles with, "Divided we may fall. United we shall stand, and in standing we shall do our special work."

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VOL. XLI, No. 4 | SAN FRANCISCO, APRIL, 1935 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

VIVID IMPRESSIONS of the past few weeks: Icy roads between Utica and Schenectady, New York. The Commodore Vanderbilt, shovel-nosed streamlined engine of a crack New York Central flyer to Chicago, a rush and a streak of smoke upon the four-track roadbed, with snow-covered hills on either side and the barge canal ice-choked. Albany, New York, with its winding streets. The Post Road down the Hudson. Poughkeepsie and Peekskill, with their three hundred years of ancestral Dutch background. The Hudson River frozen over—the wooded slopes on either side. The Catskills in the distance. An auto ferry at Newburgh to Beacon. The steep slope to the river edge like off Nob Hill to San Francisco Bay. Chunks of heavy ice constantly churned by the two ferrys to keep passage open. Yonkers and a snowstorm with huge wet flakes. Down Broadway twenty minutes later in full sunshine. Philadelphia, a mist of rain. The magnificent new Board of Education Building there. The last word in educational administrative housing. Baltimore on a dreary, wet night. Washington, D. C., with wind and sleeting snow. The next day there the softness of spring—contrasted with the howlings of Huey Long and other radicals mouthing up toothsome epithets for the gayety of the nation. Four hundred miles over U. S. Highway 40 to Columbus, Ohio. Two hundred miles of Maryland—up hill and down dale—a state to vie in scenery with all the rest. Frederick, Hagerstown—of continental smugness. The Cumberland Gap, General Braddock's camps, Antietam Creek. The top of the Appalachian Mountains, 2100 feet and 2300 feet—shades of the Rocky Mountains. Uniontown, Pennsylvania, coal miners. Wheeling, West Virginia, a winding river. Chilicothe, Ohio, at dusk. Columbus, as of all other cities, bathed in Neon lights. Springfield, Ohio, Dayton and its huge National Cash Register plant well-groomed. Cincinnati with outskirts rivaling Los Angeles in distance from the center of town. The Ozark Mountains—two hundred miles of them—habitations of the hinter age. Men cutting brush for fifty cents a day and boarding themselves. Chicken dinner still twenty-five cents, compared to a dollar and a half for a steak in New York. Oklahoma City, bustling like no depression. Two hundred miles under a dust storm across the Texas Panhandle to Amarillo. A fifty thousand populated cow town. To Santa Rosa, New Mexico, over a rough road. Dallas and Houston on the radio before midnight. The plateau plains of New Mexico, Albuquerque—on the way there Mexicans taking in loads of wood in small wagons drawn by midget Indian ponies, two wagons generally driving together. Twenty miles in and twenty miles back. Three dollars for a load of rotted timber. Albuquerque, dry, wide, and open—two thousand miles from New York. Towards Globe, Ariz. The upland plateaus. Springerville—snow on the pass—a small detour of one hundred and eighty miles—back up to Holbrook. Globe still one hundred and sixty-four miles away. A clear moonlight night—narrow mountain roads. Elevation seven thousand feet. Pines and forest. Snow under the trees. Narrow mountain roads. Hollywood seven hundred miles away on the radio. Midnight, Globe fifty miles away. A huge truck stalled in the middle of the road—an empasse till five-thirty in the morning. The quietness of an Arizonian mountain top equaled by no other stillness—even the trickle of ice water a silver silenced note. Globe and Miami, with the huge smelters. The first breath of real spring. The Salt River Valley—the desert a paradise of flowers. Cacti of livest green—cholla, sahuaro, barrel, the ocotillos, the octopus of the desert. Scarlet buglers, yellow daisies, Spanish bayonet in bloom, blue bonnets, poppies, lupines, oaks, yuccas, lotus, cream cups, blue bells, gilias, purple penstemons, phlox, crucifixion thorns. Phoenix bustling and more prosperous than ever—a white spot—due to a fine tourist crop and lettuce at three dollars and fifty cents per crate. Two hundred and sixty miles to El Centro in five hours. Mile upon mile of desert verbenas. Tens of thousands of desert lilies. The sand dunes. Lettuce fields, alfalfa, date orchards. The sweetness of grape-fruit blossoms, indistinguishable from that of orange blossoms. The Cuyamacas–Escondido, scented with orange and lemon blossoms on its many hills. Los Angeles a blaze of light. San Fernando—six-thirty in the morning—a motor cop who believed that a contribution should be made for the upkeep of Los Angeles streets. The Tehachapi Mountains. The Grapevine—from its base a twenty-mile lupine carpet of solid blue. The sweep of mountains to the west a mass of orange, yellow, purple, and white flowers from the base up to four thousand feet. The San Joaquin Valley—San Francisco Bay. The orange towers of the bay bridges. San Francisco towering as of New York, but against a western skyline.

THE MARCH issue of *Words,* published in Los Angeles, of which I. Colodny is editor and E. W. Hauck is business manager, is a most interesting number. The sponsors of the magazine are living up to their aim of giving interesting informaton as to the origin, history, and entymology of English words. Distinguished contributors include H. L. Mencken; Professor Harrison C. Coffin, Union College; Professor Pierce Butler, Tulane University; Professor Austin J. App, Catholic University. This magazine deserves the hearty support of English teachers everywhere.

A RIDE up Napa Valley this year, through St. Helena and Calistoga, past flowering prune orchards and famous vineyards green with winter-cover crops, is a delight to be experienced. At St. Helena, T. B. Street for thirteen years has been in charge of the grammar school. This school now for several years has been housed in a fine modern $85,000 plant. The building of Spanish architecture blends into the landscape. Nine classrooms, assembly hall, and shops handle 290 pupils. St. Helena, one of the oldest settled areas of the state, now has about the same school enrollment that it had thirty years ago.

IN CALISTOGA we find another new modern school plant under the management of Frank F. Zeek, district superintendent. This plant is an attractive one-story brick structure, including auditorium, eight classrooms, sewing-room, and shop. Three hundred pupils are handled by nine teachers. Mr.

Zeek is a schoolman of experience. Covelo, Cloverdale, and Redwood Valley, all of Mendocino County, have been previous schools of which he has had charge. During the past four years Mr. Zeek has managed a fine school in Calistoga. Especially in music instruction has Mr. Zeek been congratulated. His grammar school band of forty pieces plays with a precision and aplomb that is far above what is generally expected from grammar-school children.

ONE OF THE MOST interesting brochures that have come from the State Department of Education is the recent issue of a study on "Selection and Distribution of Supplementary and Library Books in California Counties." Vierling Kersey, State Superintendent of Public Instruction for California, in the foreword makes this statement in regard to this bulletin. He says it was prepared in coöperation with the California State Library by the Division of Elementary Education and Rural Schools, for use of county boards of education, county superintendents of schools, and county librarians. In regard to overhead expense, an item that has caused much controversy throughout the state between schools contributing to the county library and the county librarian, and which has led to a median of 21.9 per cent charge for service to the schools, figured from a range throughout the various counties of California of from 0 to 50 per cent, the following report is made:

"These wide differences in practice make it evident that there is need for the establishment of uniform procedure among the counties relative to overhead expenses. School officials and county librarians should make a thorough study of this problem in each county, and base their procedure upon sound business practices. The median amount expended as indicated in Table V is between 21 and 25 per cent of the total amount of money available for the forty-two counties reporting, while the range is from 0 to 50 per cent. There should be a thorough understanding on the part of the county school departments and county librarians relative to the problems involved in overhead expenditures. Overhead expenses are without doubt a legitimate charge against the school department of the county library, and the amount of overhead charged should be determined on the basis of actual costs computed by sound methods of cost accounting. Misunderstanding and friction between the schools and the county library can be avoided by the establishment of a definite policy."

PUBLIC SCHOOLS WEEK throughout California this year was celebrated in practically every community, large and small. The dominant note stressed everywhere was the practical work of the schools as shown in pupil demonstrations.

GEORGE A. STRONG, vice principal of the Napa High School, is on his tenth year of service in the high school.

THE SAN PABLO GRAMMAR SCHOOL, under District Superintendent E. A. Palmer, has been made unusually attractive by being painted inside and out. The choice of colors has made for a more pleasing appearance than is customary in most public school buildings. The cost of the work was made possible in part through SERA expenditures.

D. J. HENRY, district superintendent of the Napa grammar schools, had his first year of administration complemented by having no contest in the recent trustee election, which went to an encumbent uncontested.

IN GEORGE E. KENDALL, the new county superintendent of schools of Marin County, we have a new personality functioning in the position made prominent through the encumbency of James B. Davidson of more than two decades. Mr. Kendall is an Englishman by birth, having been born in Norfolk, England. More than twenty years ago Mr Kendall, after living in South Africa and Canada, decided that the bay

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region was the place to settle, so he went back to England and brought a bride to Marin County. For the past twenty-four years Mr. Kendall has identified himself as a citizen of Marin County, where for years he was in the building business. Always interested in public affairs, Mr. Kendall, through self-instruction and reading, has become thought of as one of the best educated men in Marin County, which boasts many men trained in formal education. In his home town of San Anselmo, for the past six years Mr. Kendall has been a member of the board of trustees and one of District Superintendent Wade F. Thomas's strongest supporters for a modern education program. As an orator Mr. Kendall ranks high. Of pleasing voice and with something to say, Mr. Kendall has won many friends. In the first year of his term in office Mr. Kendall is making no radical changes of personnel or administration, and is winning the support of the school people by his careful consideration of their problems. Mr. Kendall will bring to the county superintendents of California a different outlook that should be mutually beneficial.

William G. Paden, Superintendent of the Alameda city schools, is working with Doctor Herbert E. Bolton of the University of California in establishing the exact location of the Bidwell Trail from the Humboldt Sink to the Sierra Nevadas. Mr. Paden also is furnishing the material for the scenario on "California Trails of Early Explorers," which is given over KTAB, a SERA project, under the auspices of the Alameda city schools. This material is worked up into drama form and presented by an SERA class under the direction of the prominent actor, Norman Fields.

The citizens of San Lorenzo and District Superintendent C. E. Lawson have had unusual compliments upon the proficiency of the San Lorenzo grammar school band. Credit for the wonderful presentations is given to Bandmaster Charles C. Way, who for ten years has had charge of the San Lorenzo pupils. Mr. Way is also in charge of the bands in the San Leandro grammar schools and in the San Leandro High School, which is under the direction of the Oakland school department.

W. O. Davies, district superintendent of the San Leandro schools, is a son of 'forty-niner stock and was born in the Mother Lode country. He went to school with Hank Brady, listed as a pioneer and sage of Columbia in Louis J. Stellman's new book, "Mother Lode." Mr. Davies is wondering whether he can now set himself up as a sage and a pioneer. He had been considering himself a middle-aged school superintendent.

Miss Driscoll, principal of the Frank C. Havens school, Piedmont, is one of the first persons of California who put into operation in her school the activity program. Miss Driscoll several years ago, before inaugurating the program, made personal observations of procedures in progressive schools around New York City. The activity program as functioning under Miss Driscoll has been a success. Miss Driscoll and her teachers have acquired the happy faculty of having activity work with discipline and a classroom free of boisterousness. A visit to her school shows the fine work done. The low third, in charge of Miss Vivian Rhodes, has an Indian unit; the high second, under Miss Marion Reed, is studying Japan; Miss Maurine Harmon of the high third has a project on Spain and Norway; the farm is the study of a first grade, under Miss Helen Sheridan. Mrs. Evae Gildae, elementary supervisor of the Piedmont schools, is also an ardent advocate of the activity program, and that is one reason why the program has been so fully developed in Piedmont.

The San Rafael city schools, under Superintendent Oliver R. Hartzell, enjoyed one of the best Public School Week programs of recent years. In spite of the fact that there was a circus in town, the high-school auditorium was crowded and many people were not able to get closer than the hallways. The program, after a short address by Marin County Superintendent of Schools George E. Kendall, consisted of pupil demonstration of work of the kindergarten children, primary schools, grammar school, high school, and junior college. The Marin Junior College, a separate organization from the city schools, under the direction of Albert C. Olney, but which has San Rafael city in its district, has for years joined with the city in this celebration.

The $50,000 bond issue, which was voted upon recently in San Rafael, failed to receive a two-thirds majority. The money received was to be used to build classrooms to house the grammar school pupils, who had been moved out of structures condemned on account of fire and earthquake hazard. Owing to the defeat of the bonds, the children of this school will be housed in various sections of the city until the voters decide what should be done. There is a possibility that a future bond issue will call for more money and the erection of a complete school plant of classrooms, auditorium, and shops, with the idea of eventually establishing a junior high school in San Rafael.

The Hayward schools, under District Superintendent Robert M. Reid, during Public Schools Week had a wonderful exhibit of all of the natural phenomena native to the Hayward region, together with specimens pupils brought in relative to their classroom projects.

On April 9 occurred the celebration of Santa Rosa's Public School Night. Twelve hundred people crowded into the auditorium and 400 were turned away. Superintendent Cross gave a few words and then the program continued with a presentation of the accomplishments of the regular school program.

The Sonoma County school teachers under Superintendent Edwin Kent this past year have gone in extensively for educational improvement. Miss William Hinsdale, formerly of

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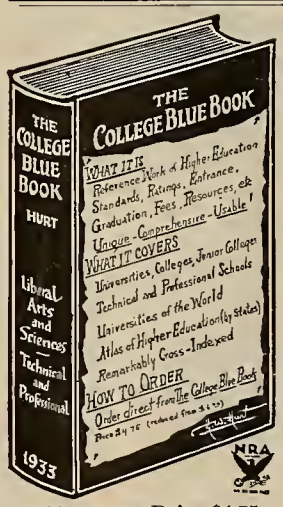

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the College of the Pacific, is instructing thirty teachers in voice choir work. Leo B. Baisden, assistant superintendent of the Sacramento city schools, is giving to a group of a hundred an extension course upon modern methods of teaching and curriculum construction. Jesse Peter, Santa Rosa junior high-school teacher, is instructing fifty teachers in a course in elementary science. A further drive is being made in Sonoma County in speech arts and speech corrective work. Miss Ethel Williams is in charge of a speech defect clinic.

THE SANTA ROSA public schools from kindergarten through high school, under the direction of Superintendent Jerome O. Cross and his corps of principals and teachers, have planned an original "Pageant Under Seven Flags" that is to be presented upon May 3, the second day of Santa Rosa's celebration of its famed Carnival of Roses, which occurs May 2, 3, and 4. Three hundred pupils will be in the pageant, which will be presented upon the high-school campus. The pageant will give incidents connected with Santa Rosa history, commencing with that of the Indian to the first raising of the Stars and Stripes in Santa Rosa.

VISUAL EDUCATION

WITHIN THE LIFETIME of most of the present teachers and educators the moving picture industry has been created. Its history is brief but fascinating, and from the beginning many arguments have arisen both for and against its educational value to children.

In 1922 the National Educational Association started developing plans to extend the use of films in the schools throughout the country. They investigated and experimented with various classroom films to determine the economic aspects of the problem, its practicability as well as educational effects upon the children.

However, the real work of organizing the material and the conducting of the experiments began in 1926, when in March of that year George Eastman announced that the Eastman Kodak Company would produce a number of classroom films closely correlated with selected courses of study, and in accordance with a definite educational plan. Following this announcement, Mr. Eastman invited several leading teachers and school administrators from various parts of the country to Rochester for a conference, with the result that twelve leading cities from different parts of the United States were selected in which to try out this experimental work. Three subjects were chosen from the school curriculum—geography, general science, and health, and films were produced on the topics outlined in the curriculum. In geography, some of the films used were "The Panama Canal," "Coal," "Iron Ore," "Wood Pulp," "Wheat," "The Overland Route," etc.; in general science, "The Water Cycle," "Water Power," "Purifying City Water," etc., were demonstrated; under health came films like "Blood," "The Living Cell," "Digestion," "Cleanliness," "The Feet," etc.

The results were that those pupils who had been instructed with films showed an increase in knowledge of about 80 per cent over those pupils who had not be shown the pictures.

Of course, there are many technical aspects to the development of a film program in the classroom. The first step is the preparation of the scenario. It should be correlated with the curriculum, dealing specifically with the subject-matter presented in the textbook and oral instruction in the classroom. The second step is to make the continuity in the scenario clear and without a break. Wide gaps are not allowable in films for children that would be permissible for more mature minds. The material should be within the intellectual grasp of children of the age and grade for whose instruction it is intended. It follows, then, that the writer of a scenario must be a teacher of broad and deep knowledge in the field which he covers. He should be a scholar and teacher of creative power, endowed with imagination and the genius of an artist, competent in the organization of material, and skillful in presenting it in logical order and by effective methods. A new field has opened, therefore, to teachers with the qualities just mentioned to devote their talents to the writing of scenarios for educational service.

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BEAUTY AND WOMEN

The path to Beauty is what we are all trying to find, altho Beauty varies for different people and even changes for the same person. We all find it in a sunset, in a flower, a little child, and in some women. There is nothing more delightful in the world than Beauty. We love to gaze on it, revel in its influence, dream over its joys and vagaries. A beautiful woman holds ever a potent charm over her beholders. Just recently I was introduced to a beautiful and charming lady, Vahrah Beverly, who happens by the way, to be the owner of a beauty salon. This wonderful woman is admirably suited to her profession. A woman well past 60, hair snow-white, clear, penetrating eyes, with a flawlessly smooth skin, as delicately tinted as a young girl's. There is a magnetism about her. The freshness of youth combined with the mellowness of experience. And yet, Vahrah Beverly, herself, will tell you the standards of beauty are merely a matter of climate. Take our women in the north—Iceland, for instance. There, the women are plain, thick-set, and heavy; their lives are drear, the climate cruel, and the poverty pinching, yet they become worthy wives and mothers, making their homes comfortable and happy. The women in Finland are very intellectual, but not, as a rule, so attractive. The Scandinavian women are equally as advanced in culture, yet much better looking in face and form. Real beauty is rare in France, altho the ladies should be given the palm for excellent dressing. The most gracious, sweet, and self-denying women are the Japanese. Blacking the teeth among the peasant class is gradually dying out, but all the women freely use facial paint and powder. Painting the face to attract admiration is an old custom. Paint pots are found in Egyptian tombs, and, for that matter, down to the present day, most Eastern women dye their hair and paint their faces. In a corner of southern Mexico women are remarkable for their beauty. They possess exquisite features, lovely teeth, soft lustrous eyes, and black wavy hair—which brings us back home to the American women. They are the most vivacious, clever, gay, kindly, and charming to be found anywhere in the world. Vahrah Beverly says this, and she should know, having lived at odd times all over the world. She spent twenty-five years in India, meeting maharanees and high-caste Indian women. Here she learned many secrets to prolong health and beauty. Razi-Hajat (Herb of Life), the wonderful beauty secret, comes from India. Whatever can serve a need is of value the moment we are aware of its usefulness. And so I am introducing to you Vahrah Beverly, in her lovely salon at 233 Grant Avenue, San Francisco.

Mrs. J. W. Howard sent to the Journal office an interesting Golden Anniversary Edition of the *Grants Pass Courier*. Among the notable men mentioned is C. S. Price, one-time principal of Grants Pass School and editor of the *Courier*. Mr. Price was a teacher in Santa Cruz, County Superintendent, and member of the Legislature, and is living and enjoying life at present in the lovely environment of Mount Hermon.

I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, that of an honest man.

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Helen E. Vogelson, librarian, county public library of Los Angeles County, is preparing an excellent program for the American Library Association conference in Denver, which meets next June. We hope to give our readers a contribution by her in the next issue of the Journal "The Antelope Regional Library."

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CONFERENCE OF SECONDARY PRINCIPALS OF CALIFORNIA

THE TWENTIETH annual conference of the secondary principals of California was held at the Fairmont Hotel, San Francisco, April 15, 16, and 17. The meeting was held in conjunction with sessions of the Association of California Secondary School Principals, Western Association of Colleges and Secondary Schools, California Society of Secondary Education, and California Federation of Junior Colleges. Indicative of the great professional interest of the principals in their problems, nearly a thousand persons were in attendance at the convention. This conference, the first of California principals ever to be held in San Francisco, was marked by almost unanimous indorsement of the newer methods of education as advocated for several years by adherents to the progressive school. Fusion, integration, the making of the high school a general culture center, rather than a preparatory school for an earning job, were some of the highlights suggested as basic for future high schools in California.

Vierling Kersey, State Superintendent of Public Instruction of California, in his opening address on "Tempting Frontiers," emphasized his statement of the conference theme, which he had stated as (1) the determination to begin with the interests and needs of boys and girls here and now, regardless of the ultimate effects upon traditional subject-matter organizations, and (2) a recognition that school activities must contribute directly to the development of character, citizenship, and social intelligence adequate to recognize and solve problems of increasing complexity in our national life.

Superintendent Kersey stated that perhaps the high schools were coming to the no-failure program of the elementary schools, that the principals should look for weakness in programs rather than weakness in children. He said that the disappearing market for high-school graduates was forcing another two years upon the secondary program. For extraordinary educational demands, Superintendent Kersey advocated federal aid. As to state problems, Mr. Kersey was against the labeling of any tax as a school tax. He advocated, as at present, that the state should guarantee a certain amount. He stated that after high school education was to be the big problem of the next decade, and that an opportunity for junior college work should be made available to all students desiring such advantages, this development being due to the fact that technical education was being forced beyond the high school. He advocated that the state as a whole be made the tax base for junior college support. He said that the present California State Legislature was looking to the school people for able advice upon new legislation and that it was favorable toward education.

The second main address of the first general session was made by Walter R. Hepner, chief, Division of Secondary Education, State Department of Education of California, on "The Advancing Frontier of Secondary Education. Mr. Hepner gave a very clear picture of present-day trends in secondary education, and, while he expressed himself heartily in favor of the "New Progressive Methods," he also considered that there were still many subjects that did not lend themselves to an activity approach.

The work of the conference in general session and in group conferences brought forth many spirited exchanges of thought. Curriculum revision projects, curriculum advances, and current administrative problems were the main group conference subjects of discussion.

Among those taking part prominently in the various discussions were Doctor Ethel Percy Andrus, principal Lincoln High School, Los Angeles; George C. Jensen, principal Sacramento Senior High School; Walter L. Bachrodt, Superintendent San Jose city schools; M. E. Mushlitz, principal Ventura Junior High School; Harold B. Brooks, Washington Junior High School, Long Beach; F. L. Cummings, Superintendent of Chico schools; E. Raymond Root, principal Burbank Senior High School; Helen Corliss Babson, principal Eagle Rock Junior–Senior High School, Los Angeles; A. C. Olney, president Marin Union Junior College; Doctor J. W. Harbeson, principal Pasadena Junior College; O. S. Thompson, principal Compton Junior College; Doctor Edwin A. Lee, Superintendent of Schools, San Francisco; A. S. Gist, president Humboldt State Teachers' College; E. W. Gillis, principal Princeton Union High School; T. S. MacQuiddy, Superintendent of Schools, Watsonville; Doctor F. W. Thomas, president Fresno State Teachers' College; V. A. Dunlay, principal Sonora High School; Doctor A. A. Douglas, professor of education, Pomona College; Doctor W. B. Featherstone, director, Division of Curriculum, Secondary Schools, Los Angeles; Geoffrey Morgan, Assemblyman from Santa Monica; Wallace M. Taylor, principal Francisco Junior High School, San Francisco; Roy P. Eichelberger, principal Santa Barbara Junior High School; J. G. McNeely, principal Adams and Lincoln Junior High Schools, Santa Monica; G. Derwood Baker, South Pasadena Junior High School principal; W. J. Pierce, district superintendent of schools, Corning; J. E. Potter, principal Fallbrook Union High School; Doctor C. C. Trillingham, assistant county superintendent of schools, Los Angeles; Robert R. Hartzell, district superintendent of schools, Red Bluff; W. D. Bannister, principal Oxnard High School; J. P. Nourse, principal Galileo High School, San Francisco; J. Warren Ayer, Superintendent of Schools, Monrovia; A. D. Graves, assistant superintendent of schools, San Bernardino; C. L. Geer, Superintendent of Schools, Coalinga.

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Southern Pacific

BOOK REVIEWS

Social Studies, an Orientation Handbook for High-School Pupils. Little, Brown & Co., Boston. Prepared under the authorship and guidance of William McAndrew and written by fourteen different people, with a benediction by Mrs. Franklin Roosevelt. 460 pages, 6½x8½. Price, $1.60.

A book that has William McAndrew's name on the title page is bound to be unique. McAndrews says it is a working book. There are projects, problems, and exercises framed with the busy class-crowded teacher in mind. He also says it is satisfying to the thousands of youngsters driven to high school by depression and not inclined toward the old familiar academic subjects. This volume will make the student think. "You and the Art of Thinking," by Julius Boraas, and "Your Mastering of Your Time," by William McAndrew, are worth the price of the book, postage paid and no discount.

Famous Paintings and Their Stories, by Marie Shubert, Author of "Minute Myths and Legends." Grossett & Dunlap, publishers, New York.

This book contains ten full-color reproductions of masterpieces and sixty reproductions in black and white. Marie Shubert is well known in San Francisco, where she was an illustrator for the Emporium and made the drawings for several of the Harr Wagner publications, including "Jingles," by Alice Rose Power.

"Minute Myths and Legends" is a book of dramatic moments in the affairs of gods, archdemons, goddesses, demi-gods, and heroes of this and other worlds. It is published very attractively by Grossett & Dunlap. The colorful drawings and the careful research and excellent organization of the legendary and historical material make it an outstanding book.

Beginning Problems in Mechanical Drawing, by Charles A. Bennet, published by Manual Art Press, Peoria, Ill. The price is 48 cents.

This excellent book contains chapters on "Lettering," "Use of the Tee Square and Triangles," "Use of Compass," etc. The book contains 92 pages.

The Social Ideas of American Educators, by Merle Curti. Published by Charles Scribner's Sons, New York City. 615 pages. Price, $3.

This is the tenth volume of the "Report of the American Historical Association Commission on the Social Studies in the Schools." The social ideas which have been selected for special study have been those which have to do with the purposes of elementary and secondary education. Some of the outstanding chapters are: "Education and Social Reform: Horace Mann," "The Education of Women," "Education in the South," and "Post-War Patterns." This book will be of interest to all in the educational field.

The Citizen and His Government, by John A. Lapp and Robert B. Weaver. Published by Silver, Burdett & Co., Newark, N. J. Price, $1.80. 700 pages.

This book presents to the student the essential concepts of government and its functions, not as a dry discussion of details, but, rather, government clothed in its sociological and economic settings and interpreted in the light of its relationships to the citizen. This type of presentation awakens the student's sense of personal responsibility in maintaining the principles of democracy. The table of contents is divided into five parts, as follows: "The Background and Development of American Government," "The Means Through Which We Govern Ourselves," "Problems in the Functioning of Democracy," "The Citizen and World Affairs," and "Government in a Crisis." Exercises and projects are included at the end of each unit of the book. Good illustrations and an excellent bibliography.

Haruko, Child of Japan, by Eva D. Edwards. San Francisco, Cal. Harr Wagner Publishing Company. 1934. 200 pages. Illustrated. Price, $1.50; school edition, $1.12.

A story of Japan, the country and the people, and especially of little Haruko, who, with her father, acted as guide for Mr. and Mrs. Kent and their little daughter during their brief visit. A friendly, well written book, filled with interesting information and illustrated with photographic reproductions. Designed for fourth grade reading.—*From April American Library Booklist.*

The State Council of Education of the California Teachers' Association held its annual meeting April 13, 1935, at the Palace Hotel, San Francisco. Reports of committees and election of officers for the ensuing year were the order of business. Committee reports given included the following: "Elementary School Problems," J. H. Waldron, Superintendent of Colton schools, chairman; "Secondary School Problems," George Meredith, assistant superintendent of Pasadena schools, acting chairman; "Constitutional Convention," J. A. Sexson, Superintendent of Pasadena schools, chairman; "Legislation," Walter Helms, Superintendent of Richmond schools, chairman. The report on elementary and secondary school problems was considered of such import that it will be made available to all educators and press of the state. This report advocated the adoption of the newer procedures in education in following with the precepts of the progressive school. In the election of officers for the coming year, John A. Sexson, Superintendent of Pasadena schools, was reëlected president; John F. Brady, principal of the Everett Junior High School, San Francisco, was elected vice president, and Roy Cloud was reëlected to the position of executive secretary of the California Teachers' Association.

The State Board of Education held a meeting at the Clift Hotel, San Francisco, April 16–17. The adoption of geographies was postponed until the October meeting. Reports of committees on retirement, salaries, certification, curriculum commission were received. The Board adjourned to meet at San Diego in June.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Best Twenty Books of the Last Twenty Years

FOLLOWING the examples of the City Library of Springfield, Mass., and of the *Publishers' Weekly*, which has printed the reading lists of present celebrated writers, the Los Angeles Public Library began the new year with a request that its staff and its readers vote on their favorite titles published since 1915. The hidden motive was to turn seekers from the empty shelves where new books should be to the volumes, often of far greater value, which often stand unused because their first flurry of advertising has ended. The twenty-three titles getting the greatest number of votes, arranged in order of popularity, were:

1. Galsworthy ..... "Forsyte Saga"
2. Buck ..... "Good Earth"
3. Munthe ..... "Story of San Michele"
4. Undset ..... "Kristin Lavansdatter"
5. Waln ..... "House of Exile"
6. De Kruif ..... "Microbe Hunters"
7. Wells ..... "Outline of History"
8. Maugham ..... "Of Human Bondage"
9. Strachey ..... "Queen Victoria"
10. Cather ..... "My Antonia"
11. Allen ..... "Anthony Adverse"
12. Browne..... "This Believing World"
13. Adams ..... "Epic of America"
14. Millay ..... Poems
15. Wilder ..... "Bridge of San Luis Rey"
16. Steffens ..... Autobiography
17. Morgan ..... "The Fountain"
18. Hamsun ..... "Growth of the Soil"
19. Sugimoto ..... "Daughter of Samurai"
    Maurois ..... "Disraeli"
20. Durant ..... "Story of Philosophy"
    Zweig ..... "Marie Antoinette"
    O'Neill ..... Plays

An analysis of the list reveals a choice of nine fiction, seven biographies, two in literature, two in history, and one each in philosophy, religion, and science—close to the proportions of library circulation in a year's records. Three of the authors named have received the Nobel prize (Galsworthy, Undset, and Hamsun), and six are winners of the Pulitzer awards for fiction, history, poetry, or drama (Pearl Buck, Thornton Wilder, Willa Cather, Edna St. Vincent Millay, James Truslow Adams, and Eugene O'Neill). Four of the titles have been selected by The Book of the Month Club and four have been screened. Evidently popularity is based on advertising through one of the many mediums of today's publicity.

Several members of the Citizen's Library Council of the California Library Association were asked to vote. Five of these lists show a great variety of personal interests and a wide range of enthusiasms of well-read persons. Not a single title appears in all five of the lists. Doctor B. H. Lehman of the English Department of the University of California contributes two poets not chosen by any of the others—Robinson Jeffers of California and Elinor Wylie. "The Education of Henry Adams," "Earth Horizon," by Mary Austin, Strachey's "Coming Struggle for Power," Shaw's plays, and Babbitt are others of his selection.

Schools and Libraries Writing Together

THE STATE Department of Education and the California Library Association are working in double committees this year for better book service to school children. Miss Helen Heffernan, chief of the division of elementary education and rural schools, appointed ten members from the educational group. Miss Eleanor Hitt, assistant state librarian and president of the California Library Association, chose ten from among librarians. Miss Joyce Backus and Miss Katherine Folger, presidents of the Northern and Southern sections of the School Library Association of California, chose the remaining ten. The committee in the north is to prepare a manual on the effective use of books and libraries, and the committee in the south is making up an annotated list of children's literature arranged by subject instead of by grade. These two books will be printed by the State Department of Education for use in all the elementary schools of California.

Second International Library and Bibliographical Congress

MADRID, Spain, will be the meeting place, May 20 to 29, 1935, for librarians representing many nations. His excellency, Niceto Alcala Zamora, President of Spain, will attend the opening session of this second International Congress of Libraries.

William Warner Bishop, librarian at the University of Michigan and president of the International Federation of Library Associations, will deliver his presidential address at the first session and will preside at the second and final sessions.

Claude G. Bowers, Ambassador from the United States to Spain, will preside at the general session on "Libraries and Modern Life." Carl H. Milan, secretary of the American Library Association, will preside at the Section on Popular Libraries. American libraries will be generously represented on various section programs.

The executive board of the American Library Association early this year elected Mabel R. Gillis, State Librarian, as one of the official delegates to the second International Library and Bibliographical Congress. Her election is most gratifying to the people of California, and it is a matter of regret that she cannot attend the congress. Numerous library conventions require Miss Gillis's presence during the month of June. She is presiding officer at the annual conference of county librarians which is held in Sacramento during the convention of the California Library Association the first week of June. As president of the National Association of State Libraries, Miss Gillis will be in attendance from June 24 to 29 at the conference in Denver of the American Library Association.

Monte Vista Branch Library Dedicated

By EDITH GANTT,
Librarian, Solano County Free Library.

THE MONTE VISTA BRANCH of the Solano County Free Library serves a new residential district just outside of the Vallejo city limits. It is across the road from the Vallejo High School and within a block of the Roosevelt Elementary School and the Mariano Guadalupe Vallejo Junior High School. The County Librarian was asked to talk before the Roosevelt P.-T. A. on children's books and reading one evening in November, 1930. Immediately after the talk a group asked the librarian if it would be possible for them to have county library service. They then presented Mrs. B. C. Whiteley as a custodian, and she offered to take the books into her home. The district is strictly residential, with no stores or other business buildings in the neighborhood. The branch was started that month, starting off with a large juvenile circulation, which for some time was larger than that of the adults.

The following summer, when Mrs. Whiteley left on vacation, she moved the branch into the home of Mr. and Mrs. E. C. Hill. Then for three and a half years the neighborhood flowed through the home of the Hills, taking out over 600 books a month and some months as many as 800 books. They called at meal times, even during a large Christmas dinner party, as well as during all the waking hours.

Two years ago the same small group who had asked for library service for their children and themselves decided that a separate library building was quite imperative. In ideal American fashion, they decided that the

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community should build the branch library. They talked and planned, but nothing happened. Then last fall the Roosevelt P.–T. A. officers called a meeting of the neighborhood to discuss the matter of building a branch library, which was needed so badly for more adequate service to the large number of school children. E. C. Hill was made chairman of the building committee, A. J. Beland secretary, B. C. Whiteley treasurer, and Lieutenant Arthur Brown, U. S. N., retired, volunteered to supervise the work of the SERA labor. County Supervisor Andrew Sheveland was present and promised to coöperate in every way possible. Mr. Beland, draughtsman on Mare Island, with Mr. Kelly, a young architect in his office, made the plans of the library, blue prints, working drawings, and lists of materials needed. The SERA officials were so interested in the project, due somewhat to the completeness of the plans presented, that within about ten days of the filing of the request for SERA labor the men were available. These included trained cement men, carpenters, painters, and others.

A great deal of material was donated, including the electrical wiring and fixtures by the Vallejo Light and Power Company and the sand and gravel from the Basalt Rock Company. The lot was donated by C. Ferry Hatch of the Reimers Realty Company.

Lieutenant Brown put in eight hours a day for six days of the week. Every night Mr. Beland planned with Lieutenant Brown the next day's work and worked out the problems arising. Week-ends Mr. Hill, Mr. Beland, and Lieutenant Brown worked together on everything from cement work to shelving. The SERA provided good and interested carpenters, masons, etc., but the building benefited from the work of the committee of expert craftsmen, even to hand-made doors, hand-wrought iron hinges, and hand-adzed beams and supporting posts. The building is the result of the enthusiasm, knowledge, and labor of an unusually fine community-conscious group of men.

Some material had to be bought, and the committee planned a play to help pay for it. The Vallejo High School student body gave $50 toward the building and the College Women's Club gave $10.

On February 22 the dedication of the Monte Vista Branch Library was held, with an interested group attending. The committee presented the building to the County Librarian, to be presented to the County Board of Supervisors. Andrew Sheveland, Supervisor of the district, and George Demmon, county library chairman of the Board of Supervisors, represented the board. Miss Gillis, State Librarian, was the speaker of the evening. She told of unusual county library branch service in many parts of the state, a subject new to her audience and one which they enjoyed.

This branch library building is of rough stucco, with eleven steel windows. It has a floor space of 800 square feet, with a main reading-room 18x29 feet. The interior is finished with cream stucco, a rough finish which is very effective with the beams. The children's room forms an L. The shelving is adjustable, except for three cases for reference books, is made of pine and stained walnut to match the adzed beams in the ceiling. The ceiling is one of plastered rafters with beams. These beams are supported by hand-adzed posts set in the walls. The catalog case was made up of a section of catalog trays which had gone through the Solano County Library fire of 1929. It has been refinished and a new base and top added, made by the cabinetmaker janitor, Mr. Wright of the county library headquarters. The bulk of the furniture for permanent use is still an affair of the future, but the branch is functioning and new borrowers are registering every day the library is open. The county library sent out big shipments of books which will much more adequately serve the neighborhood.

The librarian feels a great debt of gratitude to the small group of enthusiastic workers who have built the branch library, and hopes that this debt can be repaid in part by increased library service to their community.

Library Meeting at Fresno

By DORIS GATES,

Secretary, Fourth District, California Library Association.

At 10:30 a. m. of February 27, 1935, in the ballroom of the Hotel Californian, in Fresno, Miss Sarah E. McCardle, president, called to order the Fourth District meeting of the California Library Association. P. H. McMurtry, chairman of the Fresno County Board of Supervisors, gave the address of welcome. Miss McCardle spoke briefly of her pleasure in having the meeting at Fresno, after which Miss Ruth Brink and Mrs. Harriet Davids reported on C. L. A. and A. L. A. memberships, respectively. Miss Brink announced that the Fourth District lacked one hundred per cent membership by only two, and Mrs. Davids urged joining the A. L. A. as individuals, since the district no longer had a sustaining membership. Miss McCardle was then elected a delegate to the C. L. A. convention in June. Miss Minette Stoddard was elected alternate.

The morning session ended with a symposium on library work with children. Mrs. Margaret Van Dussen, head of the school department of the Fresno County Free Library, outlined the work of her department with the county schools, which include high schools as well as elementary and migratory schools. Miss Irene Branham, director of work with children in the Kern County Free Library, told of the vacation reading activities conducted with the children through the county branches of the library. The discussion closed with a description by Miss Doris Gates, head of the children's department of the Fresno County Free Library, of a special project with foreign children which is being carried on under the auspices of the county library in one of the Fresno city schools.

Luncheon was served in the main dining-room of the Hotel Californian, and the guests were seated according to the special phase of library work in which they were engaged, thus permitting an informal and valuable exchange of ideas.

The afternoon session began with an interesting and instructive address by Miss Eleanor Hitt, president of the C. L. A., outlining the work of the various committees of the association as well as giving some of her plans for the convention in June.

George H. Huntting, head of the English department of the Fresno State College, then read a play by John van Druten, "The Flowers in the Forest."

There being no further business to come before the group, Miss McCardle declared the meeting adjourned.

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THE BOOK OF ZOOGRAPHY, by Raymond L. Ditmars. Lippincott. Price, $2. Geography and zoölogy are ably combined in this distinctive picture-story which tells about the zoo animals and their habitat. Much interesting information, with illustrations in color. Grades 5–6.

RAGS, TATTERS, AND BILL, by Lewis Dutton. Warne. Price, $1. Jolly story and pictures of two frolicsome pups and their escapades. Grades 4–5.

O-GO THE BEAVER, by Raymond Kelly. Whitman. Price, $1.50. Pictured by Kurt Wiese, this story of a beaver colony and their activies is brimful of interest. Grades 5–6.

THE SPANISH TWINS, by Lucy F. Perkins. Houghton. Price, $1.75. This amusing story of the twins who were always getting into trouble gives a very interesting glimpse of the country and its customs. Grades 4–5.

MIKI AND MARY, by Maud and Miska Petersham. Viking. Price, $2.50. A beautifully illustrated book telling of the happy adventures of Miki and Mary as they travel about the world in search of treasure. Of special value is the accurate portrayal of foreign scenes. Grades 3–4.

THE AIRPLANE BOOK, by William C. Pryor. Harcourt. Price, $1. Two children have a fine airplane ride and learn a great deal about these ships. Brief text and many photographic illustrations. Grades 3–4.

ROBIN ON THE MOUNTAIN, by Charlie M. Simon. Dutton. Price, $2. An Ozark mountain family move from place to place as cotton pickers until at last they have a home of their own. Unusual story interest. Grades 5–6.

WITH HARP AND LUTE, compiled by Blanche Jennings Thompson. Macmillan. Price, $1.25. A collection of religious poems chosen for Catholic children with Kate Seredy illustrations, which add much to the book's attraction. Grades 5–7.

A JUNGLE PICNIC, by Clifford Webb. Warne. Price, $2. How a little boy and girl visit Africa and see the jungle animals. Excellent pictures in color. Grades 3–4.

TRAVEL BY AIR, LAND, AND SEA, by Hanson H. Webster. Houghton. Price, $2. Quite an absorbing narrative of methods of transporation from earliest days to the present. Good print and many pictures. Grades 5–7.

For Older Boys and Girls

POPULAR CRAFTS FOR BOYS, by Edwin T. Hamilton. Dodd. Price $3. Quite a fine book describing the hobbies most popular with boys. Gives clear directions for making many articles. Photographic illustrations and a useful bibliography. Grades 7–8, and high school.

VALOR, THE STORY OF A DOG, by Hal. Borland. Farrar. Price, $1.50. A new master's abuse drives an intelligent sheep-dog into the wilds, where he lives for a year before returning to civilization. High school.

'BOARD THE AIR LINER, by John J. Floherty. Doubleday. Price, $2. Excellent photographic story of the thrills of a trip on a giant plane. Grades 5–8.

RED HEIFER, by Frank D. Davison. Coward. Price, $2. A gripping and finely written tale of the wild cattle country of Australia and of the pathetic struggles of a motherless calf. Will hold any reader. Grade 8, and high school.

THE FIGHT FOR THE PUEBLO, by Cornelia J. Cannon. Houghton. Price, $2. A brave Spanish lad attempts to save his Indian friends during the Spanish invasion of New Mexico. Grades 6–8.

THE TOMAHAWK TRAIL, by Louise Lamprey. Stokes. Price, $2.50. There is much historic data in this well-told story of two young people who escape from the Indians and begin a long journey through the wilderness. Grades 6–8.

GOLD DUST, by James W. Schultz. Houghton. Price, $2. In this tale of mystery and adventure, a boy and his father, together with some Indian friends, encounter much danger before they succeed in avenging the death of their miner friend. High school.

ROB ROY, THE FRONTIER TWIN, by Constance L. Skinner. Macmillan. Price, $1.75. Lively story of the twin brothers of Silent Scot and of their pet wild cat. As accurately portrayed as all of the author's historic tales. Grades 6–8, and high school.

THE CALICO BALL, by Emma G. Sterne. Dodd. Price, $2. Another outstanding volume by the author of "No Surrender," giving fine picture of life in the Old South with story of a young girl's longing for better things. Grade 8, and high school.

KING RICHARD'S LAND, by L. A. G. Strong. Knopf. Price, $2. Powerful narrative of Wat Tyler's rebellion and of the part played by two boys who succeed in saving the life of the king. Grades 7–8, and high school.

NORTH AFTER SEALS, by Thames Williamson. Houghton. Price, $2. A young Newfoundland boy joins a sealing expedition and has no end of thrilling adventure. Grade 8, and high school.

THORNDIKE, CENTURY JUNIOR DICTIONARY, edited by Edward L. Thorndike. Appleton. Price, $2. The simplified definitions make this a very useful volume for both schoolroom and library. Grades 5–8.

EXPLORING WITH A MICROSCOPE, by Raymond F. Yates. Appleton. Price, $2. The author shows how the use of the "window of wonders" may become a very fascinating hobby. Non-technical. High school.

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WESTERN SCHOOL NEWS

The National Education Association will meet in Denver, Colo., June 29 to July 5. Many Eastern teachers are planning to tour the Pacific Coast states after attending the convention in Denver. See America first!

Richard D. Faulkner, who was connected with the San Francisco schools from 1888 until his retirement in 1928, passed away recently. He served as principal of the Hancock School and of the Horace Mann Junior High School. He belonged to the San Francisco Teachers' Association and served as a director and president of the California Teachers' Association, and helped to write the standard of professional ethics. He was also the author of one of the first books on the history of California.

Doctor Edwin Osgood Grover, professor of books at Rollins College, Winter Park, Fla., will offer a course on the "History of the Book." Doctor Grover is a well-known author and publisher. He served as editor for Ginn & Co. and as president of the Prang Company, and was a member of the firm of Atkison, Mentzer & Grover. He will now be director of the Banner Elk Summer School of English, high up among the Blue Mountains of western North Carolina.

Grace E. Ball has opened a new school for secretarial training at 58 Sutter Street, San Francisco. It is called "The Grace Ball School." Miss Ball makes a specialty of securing positions for her students who show special aptitude for certain positions. There is a fine field for specially trained, competent students. The need under our present economic set-up is for secretarial training to adapt itself to our changing world. Miss Grace Ball is a sister of the well-known secretary of the California Teachers' Association.

Mrs. Mary Prag, teacher in the Girls' High School and member of the San Francisco Board of Education, died recently. She leaves a daughter, Mrs. Florence Kahn, member of Congress, and a number of grandchildren. Mrs. Prag was active at the age of 89.

The World Federation of Education Associations will meet in Oxford, England, August 10 to August 17. August O. Thomas, secretary-general and first president of the organization, died January 30, 1935. He started the association in 1920. It held a great meeting in San Francisco in 1922.

Teachers' College, Columbia University, 525 West 120th Street, New York City, has arranged field courses in foreign education in England, France, Mexico, Germany, Russia, and the Orient.

G. Vernon Bennett, a well-known author and educator, won a place on the ticket for election as councilman at the recent primary election in Los Angeles.

Sadie V. Ash, Superintendent of Colusa County schools, is a progressive superintendent, and in her circular letter to representatives of school textbook houses makes a very frank statement: "It will probably be necessary for us to purchase a few copies of books for supplementary use. Consequently, it will be evident to you that the amount of our purchases will not justify the expense which you will incur in presenting the books. However, we wish you to know that we consider the contacts which we have with you to be of great value to the board, and that we shall welcome your representative if you desire to have him come. Such contacts will be of mutual value to us when considering future adoptions."

"Haruko, Child of Japan," by Eva D. Edwards, and "Mother Lode," by Louis J. Stellman, have been listed by the American Library Association. Both these books are published by the Harr Wagner Publishing Company, San Francisco. "Mother Lode" has been given prominent notice in *Liberty Magazine*.

VALUES IN FOOD NUTRITION

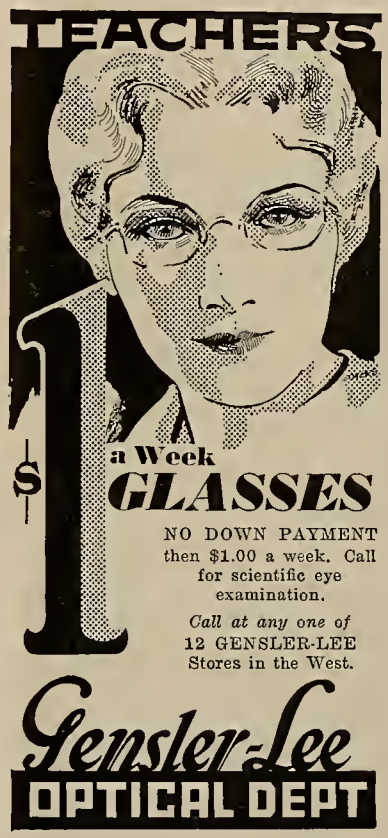
Domestic Science teachers are becoming more and more interested in the scientific value of health foods. Health foods are natural foods, and they are best for body-building, besides being simple, wholesome, and inexpensive. Children and adults alike need a certain amount of calcium and phosphorus every day, which can be secured through milk, graham bread, prunes, etc. Iron is essential to feeding the blood and is found in abundance in liver and figs. Iodine, a part of the secretion of the thyroid gland, can be found in kelp, pineapple, and tomatoes. The original health-food store and whole-wheat bakery in San Francisco is Rosenberg's, at 1120 Market Street. Here teachers who are interested in securing information along dietetic lines will receive valuable assistance by writing Mr. Rosenberg, who is a practical authority on nutrition values and special food diets. He will be glad to furnish without obligation any booklets and catalogues or conduct food demonstrations upon request. His sales force is carefully trained to render competent service to anyone directly contacting his stores. Just recently a branch store was opened at 825 Market Street, in The Commercial Market, two doors below The Emporium.

VACATION DAYS

Another school year almost over; another vacation looming ahead! So many alluring places beckon: Honolulu, radiant, alive with beauty, a perfect spot to tranquilly rest and dream away the days; Shanghai, bizarre, compelling, full of strange sights and customs; Hong Kong, whose city touches the clouds, bedecked with a natural beauty and a quaint distinction peculiar just to Hong Kong; Singapore, Columbo, Bombay — Aladdin lands in a tropical jungle that fairly stir your curiosity to the point of finding out for yourself. Perhaps you are thinking of Whitehall in London, Blarney Castle at Cork, Marie Antoinette's Chalet in Versailles, St. Mark's Cathedral, the Uffizi Gallery and the Arno Bridge, where Dante walked. It does not matter where you contemplate a vacation, your comfort, security, and economy will be attended to under the careful direction of Raymond–Whitcomb, Inc. Plan your trip any way—steamer, rail, automobile, airplane—plan your trip anywhere over the world, and Mr. E. P. Kane, general agent of Raymond–Whitcomb, will arrange all the details and give you the necessary information. Simply write Raymond–Whitcomb, Inc., 316 Post Street, San Francisco, Cal.

AIDS TO TEACHING

The outstanding values of Eastman classroom films as to visual teaching aids are amply demonstrated by the fact that they are being widely used in many countries besides the United States. Their ever-growing list of films is brought up to date for the benefit of educational authorities everywhere. Schoolboards and teachers desiring a demonstration of classroom films are given wholehearted support and service any time without obligation, under the competent supervision of highly educated men, in the Eastman Kodak Stores, Inc. Address Eastman Kodak Stores, Inc., 216 Post Street, San Francisco.



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EYE DISTURBANCES

SCHOOL CHILDREN as well as school teachers frequently find their eyes troubling them. The words on a page often blur and small numbers appear difficult to read. This condition is not one to become badly alarmed over, although it indicates a weakening of the eyepower to focus on near objects, and may necessitate the use of glasses in order to read more easily. Glasses are a real protection to the eyes. They are more to be desired than feared. So many injuries to the eyes can be avoided by taking precautions. For example, especially sensitive eyes exposed to sun's rays, desert sands, or snow, for any length of time, should have the protection of colored lenses. It is wise to play safe—eyesight is our most precious possession. For many years the reliable firm of Gensler–Lee has endeavored to scientifically fit and prescribe the proper lens for its patrons. In every one of its twelve branches, scattered throughout California, are registered optometrists who are expert authorities, using the most modern methods and equipment to ensure comfort and perfect vision. Every Gensler–Lee Store provides a credit plan on terms as low as one dollar a week. This convenient service is available to everyone who needs glasses, or who requires replacement of broken lenses or even an eye examination.

Gensler–Lee Stores in California are found at: San Francisco, Oakland, San Jose, Sacramento, Stockton, Santa Ana, Modesto, Fresno, Bakersfield, Santa Barbara, Los Angeles.

THE HISTORY OF PERMANENT WAVING

THE EFFICIENCY and speed with which permanent waving is performed today makes it almost impossible to recall that only thirty years ago it was practically unheard of. When Charles Nessler demonstrated his unique idea in 1905, at London and Paris, he was met with discouragement, laughed at, and many thought he was, of course, crazy to think of such a thing. He had started experimenting on switches, wrapping the strands of hair over sticks, and wetting the hair with a borie paste and other solutions, to make it curl. He continued his experimenting and returned to America to carry on his work. In 1908 he gave his first demonstration in New York. In 1909 only seventy-two women in the entire world had permanent waves; in 1920, over two million women were having them. About five years later Mr. Nessler opened up a hairdressing establishment in New York City, charging $2 a curl. Those were the days when it took as long as eighteen hours to wave the hair, patrons returning the next day to complete their permanent. Permanent waving was rather a discouraging business until bobbed hair became the vogue. At about the same time a new method of curling made its appearance, called the "croquignole," which left the ends of the hair curly, something the spiral curl did not do so well. We have several pioneers to thank for permanent waving besides Mr. Nessler. There were other men—Thomas, Marcel, Frederics, Eugene, and Leon.

Time has worked miracles in the permanent waving industry. We have beauty stylists and beauty shops, competent and efficient, that render the most exacting service. Maxine Menning, at 248 Powell Street, is world-famous for her permanent waving. She, too, is among the first who pioneered its development. Her house of beauty and service is known throughout San Francisco for its expert and scientific treatments of face as well as hair. Maxine, herself, personally supervises every permanent wave, because every head of hair is different, and must be individually treated. Twenty-nine years of experience, both here and abroad, naturally gives her a superior advantage over the average beauty operator. Maxine specializes in permanent waving, and, if skill, experience, and scientific knowledge count at all, one may feel entire confidence in having Maxine Menning give her a permanent wave. There is no doubt that a permanent wave adds to the charm and distinction of every woman.

SUMMER SCHOOL

CAROLINE SWOPE has issued a very interesting announcement of her summer school for elementary teachers for 1935. It will be held at George Washington School building, Long Beach, July 1 to July 19, and at Santa Cruz, July 29 to August 16. Miss Swope has selected an excellent faculty, including Doctor Madeline Veverka, Lorraine Miller, Sherer, Ethel S. Ward, Alma Leonhardy, Sarah Archer Heineman, Roxana Byfield, Winfield Van Hagen, and many other well-known specialists. Address for catalog, Caroline Smope, 837 Linden Avenue, Long Beach, Cal.

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Dorothy Stone and Ethel Waters are the stars of "As Thousands Cheer." The featured players are Porter Hall, Margaret Irving, Jerome Cowan, Dave Fitzgibbons, Albert Carroll, and Hal Forde. The cast also includes Thomas Hamilton, Clifford Menz, Harold Murray, Grace Cornell, Kurt Graff, Hamtree Harrington, and others.

"As Thousands Cheer" is the first musical entertainment to use living personages in its skits, and, among other notables, we are to see humorously depicted such celebrities as ex-President and Mrs. Hoover, Barbara Hutton and Prince Mdivani, Joan Crawford, Douglas Fairbanks, Jr., the famous Rockefeller family, Mahatma Gandhi, Amie Semple MacPherson, Noel Coward, the royal family of England, and Josephine Baker, the sensational dancer of Paris.

In addition there are numerous singing and dancing numbers and specialties by the principals, and others by the Weidman dancers, while one of the most beautifully effective novelties is the "Easter Parade on Fifth Avenue in 1833."

Mail orders are given prompt attention. The prices for the evening performances are from $1.10 to $3.30 and the Saturday matinee $1.10 to $2.75.

DINING OUT IN SAN FRANCISCO

Even back in the days of '76 there was a strong tendency among San Franciscans to forsake the family board for restaurant living. Of course the circumstances largely responsible arose from the manner in which San Francisco was developed. There were few homes in the early days of its history. The town was crowded with full-grown men from all over the world, seeking gold and adventure. So chop houses, coffee houses, and oyster grottoes were liberally patronized. Yes, even in that time, there was no question as to the excellence of the cuisine. A few of us still remember the very fashionable Maison Dorée and the famous Poodle Dog. Some of our eating-houses today still retain an atmosphere of the dramatic past, combining a warm, old-fashioned hospitality with fresh and delicately seasoned foods—foods that are significant of the wonders and variety of San Francisco markets.

Uniquely outstanding among our present-day restaurants is Charlotte's Tavern, on Powell Street, between Bush and Sutter streets. There is a huge "Wishing Candle" just inside the door that began burning seven years ago. The large room, in early colonial style, easily accommodates a hundred guests. The special and popular luncheons always include, besides an entree and fresh vegetables in season, delicious corn scones with honey. There is always the famous Charlotte's "Deep Dish Apple Pie," that, once having tasted, one can never forget. Charlotte's unique tavern is at 529 Powell Street. Mr. Franklin, the proprietor, is an excellent host.

Over 35,000 teachers belong to the California Teachers Association

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1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1934, was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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152—How Seeds Travel
153—What Animals Eat
154—Pets and Their Care
155—Birds and Their Babies

For Second Grade
201—Shoes
202—Pueblo Indians
203—Milk
204—Plants That Give Us Food
205—Our Clothes
206—Man's Animal Helpers
207—The Post Office
208—Animals and Their Babies
209—Eskimos
210—Cowboys

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252—How Animals Became Tame
253—Life in the Sea
254—Pictures in the Sky
255—Toy Machines

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301—Trains
302—Flying
303—Boats
304—Glass and Bricks
305—Heat
306—Paper
307—Pets at School
308—Coal
309—Forest Indians
310—Navajo Indians

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351—From Tadpole to Frog
352—Protection in Nature
353—Nature Round the Year
354—How Birds Live
355—Music in Everything

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401—The Vikings
402—The Greeks
403—Life in Hot, Dry Lands
404—Silk
405—The Romans
406—Beginnings of Trade
407—Time
408—Light
409—Communication
410—The Egyptians

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451—Electricity and Magnets
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453—Social Life of Animals
454—How Soil Is Made
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502—Great Explorations
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PLAN No. 2
MULTIPLE ROOM BASIS

Where you have several rooms of the same grade with a maximum of forty-five pupils, buy 45 copies of each Unit Reader and as many of our Utility Boxes for storing and moving the Unit Readers as you buy different topics. Circulate these boxes containing the forty-five copies of a topic from room to room or building to building, making it possible for every pupil to read from 350 to 500 pages of supplementary interesting factual material at a cost of only 10 cents per pupil for the year. Additional years of use of the books still further reduces the cost per pupil.

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THE WESTERN JOURNAL of EDUCATION

News and Comments -- By Harr Wagner

A New Deal in Literature.—Harold S. Latham, general editor and vice president of Macmillan Company, has been a recent visitor to California. His visit created a new interest among our writers. It is quite unusual for a large and well-established publishing house to have a representative traveling up and down our frontier and announce that he would welcome interviews with authors who had manuscripts to sell, especially works of fiction and biography. This all happened when we were about to suggest that the NRA in the literary world should advocate the burning of about 99 per cent of the manuscripts now on hand. In other words, we might improve conditions by following the example of the NRA in over-production of wheat, cotton, and livestock. Mr. Latham has visited England recently with the same purpose in view, and has announced that he will make personal visits to California each year or send a representative, so as to keep in touch with California production of manuscripts in the raw.

Joaquin Miller has always claimed that our mountains, our valleys, and our seas would inspire a new and greater literature. He was right. Mr. Latham was even more than kind to our poets. Perhaps the Gold Rush is here in a new output of literature, and perhaps a new Mother Lode has been discovered. We sincerely believe Harold Latham will discover new outcroppings of gold in "them thar hills" of California.

* * *

Radio Education.—The Ohio University Press News Bureau sends out forty pages or more of "Radio as Seen in the Nation's Schools" and similar subjects. Miss Agnes Samuelson, Iowa State Superintendent of Public Instruction, claims radio has the power to relieve "The Cultural and Educational Depression." Glenn Frank says "Radio will be the death-knell of the demagogue," while President James of the University of South Dakota says "The rise of the demagogue is the direct result of the radio."

We are not good listeners. We have, however, listened in enough to conclude that the radio will never take the place of a good teacher and a textbook in the training of a child. Rapid transit and modern conditions of living have made athletics necessary. Yet no mode of locomotion will ever be as good for a human being as a morning walk.

The radio will not change our mode of thought. We may be entertained by music, vaudeville, toothpaste and other commodities seeking publicity, but the advertisers pay for thousands of contacts when the fine radio is silently dumb. We hope we are progressive, but not at the expense of losing the valuable aids of teacher and textbook in our public schools.

* * *

Interesting Experience.—W. H. Wheeler, president of the Wheeler Publishing Company for many years, is writing and publishing a unique biography called "The Horse and Buggy Days of the Schoolbook Business." He resigned as Superintendent of Schools of Warsaw, Ind., in 1880 to enter the book business as agent for D. Appleton & Co. He gives a very vivid picture of the days of the early eighties, when there was cut-throat competition between such firms as Ivison, Blakeman & Co., A. S. Barnes & Co., Van Antwerp, Bragg & Co., and Harper Brothers of New York. In order to stop the destructive competition, there were a number of the companies consolidated under the title of The American Book Company. These were the days when textbook companies would exchange book for book in order to secure adoptions. The competition was ruinous. Out of it grew better laws governing adoptions—a higher code of ethics for schoolbook representatives and a desire to promote books on the merit of the content and the organization of material for schoolroom use. Mr. Wheeler closes his chapter on how schoolbooks were sold in 1880 with the following remark: "I once asked a man how long he had lived in Oklahoma. He replied 'Nine years, and every single day has been a crisis.' 'Crisis' is the word. Every single day was a crisis in the schoolbook business in 1880."

* * *

Text Books.—Hugh Fullerton has written for the Columbus *Evening Dispatch,* April 13, 1935, a very interesting article on school textbooks: "Whether the new generations are smarter than we were, I will say this: If they are not they ought to be. I make that statement after examining samples of school textbooks which are used in these days. After looking some of them over, it is my opinion that even I would have been rated a pretty smart sort of a lad if I had been privileged to read and study schoolbooks of the sort now available to students.

"It seems to me, too, that both teachers and teaching methods are so vastly improved, and so humanized, that learning is a pleasure instead of a drudgery, as it was with us. Not that it necessarily follows that the teachers are brainier or better, but they have better training, better methods, and infinitely better tools with which to work.

"All in plain story form the book told of the slow development of agriculture, manufacture, mining, fishing, and showed the effect of each improvement in tools upon the people, and followed with chapters on each division of each of the basic needs—food, clothing, shelter.

"It was, in fact, a history of civilization so simply and so entertainingly presented as to read like a story. Even the reviews at the end of each chapter (you remember how we hated reviews?) were so cleverly arranged as to force the child-mind to connect up each advance with the preceding age, following dairying, for instance, from the first goat tamed by one of the lake dweller children to a modern dairy farm.

"In addition to the remarkably coherent text and the human interest, there were literally hundreds of well printed and well drawn or photographed illustrations which really illustrate and add to the text."

Mr. Fullerton's remarks were based on Ginn & Co's new book on geography for the fourth and fifth grade, called "Neighborhood Stories," by Atwood and Thomas. There is no doubt that our our textbooks now in use average both in content and organization of material much higher than formerly. The publishers of school texts are using the best brains of the country in producing their output of books for 1935 and 1936.

The taxpayers should provide larger budgets for library and supplemental books. Glenn County increased its budget for 1934–35 from $25 to $40 per teacher.

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VOL. XLI, No. 5 | SAN FRANCISCO, MAY, 1935 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

OF MORE THAN USUAL IMPORT was the election for members of the Los Angeles City Board of Education in the recent municipal election of May 7. Two groups of candidates were striving to receive the approval of the electorate. One group listed themselves as the Security of Federation slate and the others were labeled by their opponents as the Epic candidates. The Security of Federation group was elected in its entirety.

From an outsider's viewpoint as heard on radio and seen in print, there really was not much difference in the platforms of the two groups. In fact, the platform of the Security as given on the radio by John F. Dalton, Security candidate, acceded to the rectifying of those things that apparently were the cause of the present strife. The Security four pledged themselves to do away with the keeping of teachers for long terms of years upon the probationary or substitute list. In other words, permanent terms will again be granted to those doing satisfactory work after the probationary period. Los Angeles for years has been employing teachers at substitute salaries to fill the positions of regular teachers. Other things promised were the institution of economies without loss of efficiency, taking advantage of federal loans and grants in the school rebuilding program, and protection of noncertificated employees as well as the teachers in their positions.

The Federation slate was comprised of Roy J. Becker, Margarete L. Clark, John F. Dalton, and Gertrude H. Rounsavelle. Mr. Becker is a business man of San Pedro; Mrs. Clark is a business woman and is active in welfare work; Mr. Dalton is president of the Los Angeles Typographical Union; and Mrs. Rounsavelle, a Native Daughter, is head of the Tenth District, Parent–Teachers' Association.

Of interest to school people also in the May 7 Los Angeles city election was the election of G. Vernon Bennett, author and former professor of vocational education at the University of Southern California, to the Los Angeles City Council from the Tenth District. Mr. Bennett ran and won as an Epic candidate.

WILL E. WILEY, district superintendent of the Whittier grammar schools, has been busy during the first year in his new position at Whittier with the reconstruction building program made necessary in order to bring certain of the city's school buildings up to earthquake standards. One building has been razed completely and another has been torn down inside. One six-room building is now to be built. At the Alta Avenue School a wonderful landscape project has been carried on with SERA labor—150 men have spent $80,000 of government money in labor upon the work there. In scholastic work Mr. Wiley is eliminating next year mid-year promotions. Students are being reclassified upon an achievement basis. The plan is to eliminate failures in practically all classes above the first grade. Groups of children are to move through the school years in classes made up of pupils of the same ability. In this scheme there is also the almost complete elimination of report cards. The curriculum management and supervisory work continues in the able hands of Miss Alice E. Pendery, assistant superintendent.

THE BEVERLY HILLS Board of Education, elected March 29 to handle the city schools that after July 1 will contain a set-up of from kindergarten through high school and is made up of the following persons: Eugene Swarzwald, Mrs. John Louis Smith, Clifford E. Hughes, Seth Bond, and W. S. Field. Mr Swarzwald was elected president of the new board, and Mrs. Smith was elected clerk. Edward J. Hummel, City Superintendent of Schools, is now busy with the selection of teachers for the Beverly Hills High School. The high school will continue up to July 1 under the jurisdiction of the Los Angeles city schools, a part of which system Beverly Hills was until they voted a withdrawal a year ago.

ON MAY 7 the Central Professional Library of the Santa Monica city schools was opened in its new quarters on the second floor of the Jefferson Building. Doctor Percy R. Davis, City Superintendent of Schools, made the occasion a gala event by having a tea in honor of Miss Elizabeth Hamlin, elementary supervisor, under whose guidance the library had grown through the years to play an outstanding part in the education program of the city. The event also was in appreciation of the long years of inspiring service Miss Hamlin has given to the Santa Monica schools and in recognition of the honor due her before her retirement at the end of this school year. Citizens, teachers, Board of Education members, and friends were in attendance in great numbers.

JOHN A. MONTGOMERY, district superintendent of the El Cajon grammar school, is in his first year as head of the school and his fifth year in the system. Mr. Montgomery has his A. B. from the San Diego State Teachers' College and is getting his secondary credential this summer from Stanford University. Mr. Montgomery is a Native Son of San Diego County, having been reared at Chula Vista.

MONTEBELLO is one of the few cities in California that continues to have a more than steady growth in school population. Mark R. Jacobs, district superintendent, is now faced with a housing problem in three of his districts—Bell Gardens, Montebello Park, and Eastmont. More classrooms are needed. It is expected that a bond issue for $50,000 or more will be necessary in the near future to house the new pupils in those sections. The tenor of the times in Montebello is shown in the action of the Board of Education in raising the salaries of teachers to the old scale with automatic increases functioning. The grammar school scale is $1300 minimum to $2000 maximum, with $50 increase yearly. The high-school scale is $1700 minimum to $2800 maximum, with yearly automatic increase of $100.

The work of Mrs. R. E. Boynton, elementary supervisor of the Montebello schools, who started years ago to supervise only art and music and gradually has undertaken the labors of a general supervisor, is being recognized as being of more than usual value. Mrs. Boynton has attempted to integrate art work into the social studies, and as a result some very fine

large murals have been achieved in some of the units of work undertaken. Outstanding classroom work is given a display at the high school and is there seen by the rest of the teachers interested.

On May 17 the Central School, Montebello, of which Lee H. Collins is principal, had its annual exhibit of all school work for parents and friends. This has been made a great event by the pupils.

UNDER THE SUPERVISION of John S. Reid, district superintendent of the La Mesa grammar schools, the grammar school grounds are being improved by a $15,000 SERA labor project. A playground 180 feet by 500 feet has been prepared for tennis courts, baseball, and football.

THE ANNUAL EXHIBIT of the Orange grammar schools, which is a gala event in Orange, will be open three days, May 22, 23, and 24. Through the years the pupils and teachers have come to regard this exhibit as one of the great things of the school year. Each classroom exhibits their units of work in classroom projects. This year the dominant theme will be "Nature Study in Its Relation to Local Environment." The problem has been to acquaint all pupils with their immediate neighborhood. Trips to the surrounding places such as the San Juan de Capistrano Mission have been in order.

H. T. ASHFORD, Stanford, 1917, is finishing his first year as principal of the Oakdale High School. Mr. Ashford since his graduation from Stanford has had an unusually broad educational experience. For eleven years he taught in the Lemoore Union High School. For two years he was head of vocational education in Sacramento. For three years he was principal of the Dunsmuir High School, and last year was head of the Mariposa High School. Mr. Ashford has made a reputation as a vocational man and is considered an excellent disciplinarian and high-school administrator.

THE HUGHSON grammar school, under District Superintendent A. D. Schneider, is continuing its outstanding art program with Miss Ruth Laws in charge. A tie-up of classroom and home in art work is the main theme. In music, Miss Gertrude Hoekenga and Ralph Smith handle vocal and instrumental classes, with some 30 pupils in each section, with more than ordinary results.

THE OCEANSIDE–CARLSBAD Union High School District, in charge of District Superintendent George R. McIntire, is among the largest districts in California. Up to the present time Mr. McIntire has drawn students to the four-year union high school from the whole district. The plan for next year is that two junior high schools shall be established at Vista and Cardiff. These two junior high schools will be under the direction of Sylvester B. Hattrup, district superintendent of the Vista schools. The arrangement is one of contract between the trustees of the union high school district, the Vista grammar school district, and the South Coast grammar school districts. The contract is for one year only. Due to the fact that Vista has a large new grammar school building that can be utilized for high-school purposes, no new building is needed at Vista. At Cardiff the junior high school will be housed in the Cardiff school, while a new building will be erected for the elementary grades. In Vista the junior high school will be located on the second floor of the Lincoln building. Fifth and sixth grades will occupy the first floor. The Vista junior high school expects 170 pupils to enroll the first year. The Lincoln school grounds have been placed in excellent shape for this and next year by the expenditure of $10,000 upon an SERA landscape and playground project.

C. DELMAR GRAY, district superintendent of the Escondido grammar schools, is ending a successful first year in his new position. Another contract at an increased salary has been the happy result.

?

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The Oakdale grammar schools, under District Superintendent J. J. Berry, are one of the few systems in California that has an increased enrollment this year, 675 pupils being registered. The present growth of the community is due to the successful refunding of the irrigation district bonds so as to make farming conditions more favorable.

One of the joys of traveling down the San Joaquin Valley in the spring and summer time is to view the wonderful shade-trees around the county courthouses of the valley, as at Modesto, Merced, Hanford, Visalia, Fresno, and Bakersfield. Many of these trees are nearing three-quarters of a century in age or more. Elms and sycamores predominate. Their shade makes a close canopy over most of the courthouse grounds. At Modesto, the courthouse now glows in a fresh paint job and sticks out in the square like a blockhouse in dust-swept, grasshopper-eaten, midwestern states. The beautiful shade is gone. The trees have been topped and almost stripped of limbs A wonderful SERA labor project has for two or three years, if not for all time, literally ruined the trees of the park. One of the beauty spots of Modesto is gone.

J. H. Bradley has been superintendent of the Modesto city schools for the past nine years. During that time he has served under the same board of trustees and has accomplished a great deal. This year the old board decided not to run for election, and an entire new group was elected, also representing the highest type of citizenship. This new group is heartily supporting Mr. Bradley in his policies and position. The new members include Doctor Ernest Soderstrom, a dentist; D. Power Boothe, in the dried fruit industry, and H. E. Wellman, in the sheet metal business. Modesto is beginning to be more prosperous because it is the center of a county that is noted for its diversified industry. There has been a substantial increase this year in the enrollment of the grammar schools, high school, and junior college.

George C. Bush, superintendent of the South Pasadena schools, believes in modernization of the school program and the acceptance of better and quicker ways of accomplishing ends. Putting theory into practice, Mr. Bush left Los Angeles by air on Friday morning, May 3, stopped off in Kansas City to interview persons interested in having the 1936 Department of Superintendence meeting there, attended the meeting of the executive committee of the Department of Superintendence, of which he is a member, in Chicago on May 4, and was back in South Pasadena on May 5. The Chicago meeting decided that the 1936 Department of Superintendence should meet in St. Louis.

One of the sudden tragedies of this spring was the passing of Miss Della B. Heisser, district superintendent of the Turlock grammar schools. Miss Heisser for over twenty years had accomplished a wonderful piece of educational work at Turlock As friend, teacher, counselor, and educator, she is being missed.

"Our Changing World," a teaching unit library, is being published by Thomas Nelson & Sons of New York and is being handled on the Pacific Coast by the Harr Wagner Publishing Company of San Francisco. This series is being edited by Rollo G. Reynolds, Ph. D., principal of Horace Mann School, Teachers' College, Columbia University, and Professor of Education, Columbia University Teachers' College. The idea back of the series is to make available for school use a large number of small books of about 15,000 words each, developed around units of work that, being written according to form, will fit into the unit method of classroom procedure. Twenty titles are now available, and fifty are scheduled to be published by the end of June, with many more to come later. Of interest especially to Californians is the fact that two of the units now published are the work of George H. Banning, newly appointed postmaster of

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the city of South Pasadena. Mr. Banning belongs to the Phineas Banning family, so closely identified with the history of Southern California around Wilmington and Catalina Island. The titles of Mr. Banning's books are "Wheels of Empire" and "Sailor Ways." Each book of this series in the school edition is listed at 44 cents, and the trade edition at 30 cents.

THE TAFT grammar schools, under Superintendent James A. Joyce, have always been regarded as undertaking a program of education that is unique even among those schools supposed to be in advance in modern education. With a remarkable physical plant, choice teachers, and with a leadership that says "go ahead," a great program has been developed. Much credit for this work has been given by Mr. Joyce to Mrs. M. E. Cheney, who was made assistant superintendent of the Taft grammar school system this past year. Mrs. Cheney has been in the system for years as teacher, principal, and director of curriculum. Acknowledgment of her ability lead to this latest promotion.

May 1 was an extraordinary day for the Taft schools. On that day some two thousand pupils, under the direction of sixty-five teachers, took part in a pageant, "America." This pageant was from a script by Miss Elizabeth Borden, eighth-grade teacher, and edited by Assistant Superintendent Cheney. The basic background of the pageant was the welding into a whole a presentation of work that had been developed in class work throughout the previous school year. Dances and drills had been a part of the physical education program; songs and instrumental music came from the music department; costuming was a part of the fine arts work; stage designs were from the manual training shops; and speakers had been trained in the English classes. The pageant took up such classroom units of work as the Vikings, the Romans, Greece, Colonial period, Declaration of Independence, westward migration, Spanish period, the Mexicans, the Indians, California, and ending with "The Melting Pot."

FOR NEXT YEAR the Turlock grammar schools will be in the hands of L. L. Miller, principal of the Lowell School, who will have charge of administration, and Miss Clara Wassum, principal of the Hawthorne School, who will handle the problems of educational classroom supervision. Each principal will give half time to administrative and supervisory problems. Both Mr. Miller and Miss Wassum have been in the Turlock schools for long periods of time—fifteen and fourteen years, respectively, and the promotions are due to their fine work in the past. Mr. Miller is a graduate of the Chico State Teachers' College and Miss Wassum is a graduate of the Chico State Normal.

W. MAX SMITH, district superintendent of the Merced grammar schools, has an enrollment of 1340 pupils, the largest in the history of the Merced schools. A building program is necessitated by the increased number of children.

THE NATIONAL CITY grammar schools, under District Superintendent Fred M. Tonge, are being organized as to curriculum according to the best of recent practice. Especially in reading is Mr. Tonge doing unusual work In one intermediate school of grades 4, 5, and 6, some thirteen different groups of various reading ability are scheduled. Each group is being taught according to its advancement. This allows fast groups to work up to their capacity at the same time that it permits slower groups to do likewise. For next year Mr. Tonge is planning to arrange the arithmetic and English into mental age groups. The program as it will eventually develop will have the morning period for the fundamental subjects, while the afternoon session will be devoted to a socialization program.

HOWARD L. ROWE, newly elected Superintendent of the Madera County Schools, is a graduate of Pacific University and a post-graduate of Stanford University. Immediately previous to his election Mr. Rowe was in the insurance business in Madera County. For ten years previous to that, he headed the physical education department of the Madera High School, where he also taught history. As a consequence he knows the background of school conditions in his county from inside and outside. The last few months have found Mr. Rowe working upon the renovation of the county schools made possible by SERA projects. He also has changed the method of purchase of supplies in the county. Mr Rowe is keeping Mrs. Florence P. Koontz on in her position of general supervisor, a position she has held with entire satisfaction to all for several years. The addition of another supervisor or two is being considered. With Paul Rivers, district superintendent of the Madera city schools, Mr. Rowe is thinking of adding an arts and crafts supervisor, whose salary will be paid partly from the Madera County and partly from Madera City funds.

MISS ANNABEL DENN, music supervisor for both Madera City grammar schools and the Madera High School, is being given credit for the development of a music program that has brought exceptional results. Choral work, piano, string, band, and orchestra have been built up from the first grades through the high school during the long period Miss Denn has been in charge until in the later years in high school. Very superior work is the result.

BETHEL MELLOR was appointed to the position of rural supervisor of Kings County by Superintendent J. E. Meadows on February 1. It is interesting to learn that Mr. Mellor is an Englishman by birth and has been a resident of the United States for the past thirteen years, twelve of which he has taught school in Kings County. His work at the Oakvale school has been most successful, and Mr. Mellor enters upon his new work thoroughly acquainted with rural problems from actual experience.

J. E. MEADOWS, elected to the superintendency of the Kings County schools this past fall, has been in and out of the school business for the past forty-five years. A native of Canada, he came to California and for several decades has been identified with education and business ventures in Kings County. As classroom teacher, principal, and supervising

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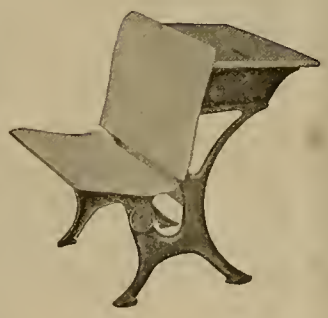

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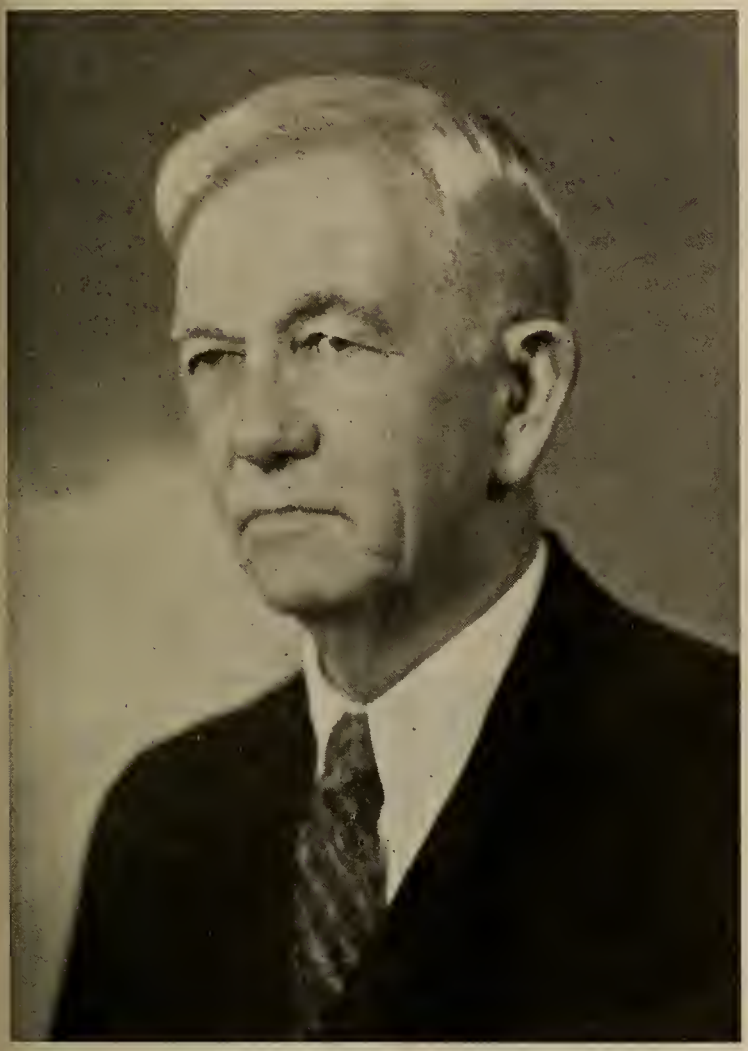
principal, he has held various positions in the county. From 1915 to 1919 he was county superintendent of Kings County, so he comes to his position knowing its problems from far back. Mr. Meadows is strictly a fundamentalist, when it comes to education. He believes in the old-fashioned virtues that come from a hard study of some subject. He believes that we should stress the "three R's" more than we have done in recent years.

Claude R. Prince, principal of the Ramona School, Alhambra, expects that his school, now in tents, will be eventually housed in a two-story class A reinforced concrete building, erected at a cost of approximately $250,000. Mr. Prince has charge of one of the largest schools in Alhambra.

J. S. DENTON, EDUCATOR, TO RETIRE IN JUNE



J. S. Denton, the well-known educator, will retire on June 7, 1935. He has been a high-school executive for fifty years, forty-four years in California, the past fifteen at Rio Vista. He will take up his permanent home in Santa Barbara. He has by thrift and conservative investments accumulated sufficient money to provide himself and family an adequate income. The Townsend plan would even prove an unnecessary pension for one in his financial condition. He belongs to that fine class of men furnished to our educational ranks by the small college. He was able to teach any course in the high school except Spanish and stenography. Fred Rice or A. C. Olney can vouch for his tremendous ability to work and testify as to his ability as a teacher and organizer. The editor of this journal knew him in Ventura High School, Napa High School, and at Rio Vista. Mr. Denton has a fine record, not only as a principal, but as a citizen. He appreciates a fine poem, a good lecture, and a worthwhile book. When someone asked him recently what his great objective in life was, he said: "My home, my family, and my school." May all his days be pleasant days in lovely Santa Barbara.

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CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION

THE EIGHTH annual meeting of the State Council of the California Elementary School Principals' Association was held at the Hotel Oakland on April 13, 1935, with Miss Sarah L. Young, president, in the chair.

The morning session was given over to reports from the six sections presented by the presidents of the sections, and to committee reports presented by committee chairmen. The luncheon hour at noon saw various committees grouped together finishing up necessary business. The afternoon session was devoted to reports from state officers and old and new business. The evening session featured social and cultural activities, with a banquet, music, and a fine talk, followed by the odds and ends of business which had to be taken care of.

O. H. Olson, president of the Bay Section; George N. Hale, president of the Southern Section; Willard R. Engvall, president of the Central Section; William J. Burkhard, president of the Northern Section; Joseph D'Anna, president of the Central Coast Section, and Hugh B. Stewart, president of the North Coast Section, reported many interesting meetings and varied activities from their sections, showing that the elementary principals throughout the state are vitally interested in progressive education. The section meetings, in coöperation with the State Department of Education, had been of great value to principals in all parts of the state.

The report of the yearbook committee, Otto W. Bardarson, editor, was most interesting. Every educator should have a copy of the 1935 yearbook, entitled "Leisure: Loafing or Living?" Other committee reports were editorial research, administration and supervision credentials, status of the elementary school principal, international relations, trends in elementary school procedures, code of ethics, the maladjusted child, meeting date of state council, news bulletin, auditing, legislative, constitutional convention, resolutions, and nominating.

Excellent talks were given during the day and evening by Doctor Dickson, assistant superintendent of schools, Berkeley; William S. Briscoe, assistant superintendent of schools, Oakland; Al S. Burrill, president of the California Council of Dads Clubs; Mrs. Gladys Potter, assistant chief, State Department of Elementary Education, and John J. Allen, Jr., president of the Oakland Board of Education.

Action was taken to clarify the meaning of the words "elementary principal" so that now principals of one-teacher schools are eligible for membership.

The resolutions committee presented the following among the resolutions which were approved by the council:

1. We, as elementary principals, heartily appreciate the splendid services of the State Department of Education to the elementary principals of California in making available to us the *Journal of Elementary Education*, which means so much to us. We also commend the state department for the study of the status of elementary principals in California, and we look forward to having printed copies in our hands.

2. We appreciate the continued support of the principles of public education in California by the many organizations interested in child welfare—such as the professional and fraternal organizations; and

We wish to thank the newspapers of California for their support and their assistance in furthering the teachings of Americanism to our boys and girls.

Upon recommendation of the nominating committee the following officers were elected for the coming year: President, Otto W. Bardarson, Carmel; vice president, Harry L. Buckalew, Fresno; secretary, Mrs. Ethel Tudbury, Berkeley; treasurer, Mrs. Rose Mann Smith, Los Angeles; directors—Miss Sarah L. Young, Oakland; William J. Burkhard, Sacramento; Hugh B. Stewart, Arcata; George N. Hale, Azusa.

Mrs. Gertrude G. Howard of Inglewood was chosen by the executive board as editor of the 1936 yearbook.

Next year's meeting will be held on Saturday, April 4, 1936, at the Hotel Del Monte.

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

STATE BOARD OF EDUCATION

At the regular meeting of the California State Board of Education held in the city of San Francisco April 16 and 17, 1935, the following business of the board was transacted, which business is of interest generally to the school officials and teachers throughout the state.

A resolution prepared and presented by the Board of Education of the City and County of San Francisco requesting authority to establish a junior college on high school post-graduate basis was approved by the State Board of Education.

The board received and opened bids for geography texts as presented by three publishers. The report of the Curriculum Commission in connection with the evaluation of the various geography series submitted was presented to the State Board of Education. The board received the report of the Curriculum Commission, but did not act favorably upon the report, and, in this connection, it approved the report of the textbook committee of the board, as follows:

"The textbook committee reports that an examination of all the geography series submitted indicates a definite need for extensive revision and additions. After careful consideration of the recommendations made by the Curriculum Commission we are not prepared to recommend that the report be adopted, or that an adoption be made, until such time as the publishers have had opportunity to bring the books down to date and correct the present inaccuracies. When this has been done the books are to be resubmitted to the State Superintendent of Public Instruction in corrected form not later than August first, following which the material is to be again placed before the Curriculum Commission, and their report is to be ready to present to the Board of Education at the regular October meeting."

The Director of Education recommended the reappointment of the presidents of the state teachers' colleges and the principals of the special schools, which reappointments were approved as follows:

1. To be president of the Chico State Teachers' College, A. J. Hamilton, incumbent.
2. To be president of the Fresno State Teachers' College, Frank W. Thomas, incumbent.
3. To be president of the Humboldt State Teachers' College, Arcata, Arthur S. Gist, incumbent.
4. To be president of the San Diego State Teachers' College, Edward L. Hardy, incumbent.
5. To be president of the San Francisco State Teachers' College, Alexander C. Roberts, incumbent.
6. To be president of the San Jose State Teachers' College, Thomas W. MacQuarrie, incumbent.
7. To be president of the Santa Barbara State Teachers' College, Clarence L. Phelps, incumbent.
8. To be principal of the California School for the Blind, Berkeley, Richard S. French.
9. To be principal of the California School for the Deaf, Berkeley, Elwood A. Stevenson.

The board received a report of the survey committee appointed to give consideration to the problem of the establishment of a junior college in northern San Diego County. The recommendations contained in the report for the continued and permanent maintenance of a junior college to serve the educational needs of the high school graduates of northern San Diego County high schools were approved. Mimeographed copies of the survey will be available later for those who may care to secure them upon request to the State Department of Education.

A meeting of the Public School Teachers' Retirement Salary Fund Board was held and forty teachers were granted retirement salaries.

IN PRESS

"An Oral Language Practice Book" for fifth and sixth grades, by Mabel Vinson Cage, author of the very popular book "Spoken Drills and Tests in English." The new book will be ready July 1, 1935. List price, 80 cents. Send to Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal., for catalogue.

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Your own travel agent or any Southern Pacific agent, or F. S. McGinnis, 65 Market St., San Francisco, will supply you with details about our West Coast Route. Ask about the $50 sidetrip to Mexico City, on a trip to or from the East; also the "Hotel Car Tours" through Mexico.

Southern Pacific

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

The County Superintendent Looks at Library Service

By HELEN HEFFERNAN,
Chief, Division of Elementary Education and Rural Schools, California State Department of Education.

ONE BLUSTERY DAY in February a visitor from the State Department of Education stopped at the courthouse to greet one of the "new" county superintendents. The discussion which ensued is presented in dialogue form for the purposes of brevity.

SUPERINTENDENT: I understand that you are a great enthusiast for county library service to rural schools. I am particularly happy that you dropped in this morning because I have just made a tour of all my schools and find the libraries present one of our most serious problems in providing an efficient educational service.

VISITOR: Yes, I know this is one of the counties which has never organized a county library. Fortunately, there are only twelve such counties left in the state, but even twelve are too many in view of the service which is being denied approximately 26,000 elementary school children.

SUPERINTENDENT: You know our situation here. About ninety per cent of our schools are one- and two-teacher schools, with a predominance of the one-teacher type. After my experience as an elementary school principal in our town school, in which we had developed a well arranged, properly catalogued central school library to which all our children had access, the conditions existing in these districts was nearly unbelievable.

VISITOR: Not to me. Some years ago the State Library and the State Department of Education carried on a coöperative study of two counties. They were quite comparable Mother Lode counties, each enrolling about the same number of teachers and spending about the same amount of money. The one had a well-organized service to rural schools, providing not only modern supplementary textbooks and recreatory reading material, but periodicals, phonograph records, pictures, stereographs and stereoscopes, maps, and globes. The materials were properly selected to meet the needs of the children attending each school. They were fresh and attractive. New material was sent out on the request of the teacher and materials were constantly circulated.

The school district libraries in the other county need no description in the light of your recent study of your own situation. Although there were usually a large number of books in each school, carelessly piled in cloakrooms or closets, the actual number of usable books was small. There was evidence of great waste in book purchases. The many inferior novels showed use of library funds for adult recreation; the sets of inferior encyclopedias and memoirs were mute testimony to the efficiency of high-pressure book agents working on local boards of school trustees. The excellent literature with which children should have acquaintance was deplorably lacking, although the "Elsie books" and similar inferior "series" could usually be found.

SUPERINTENDENT: You might be describing the conditions in my schools. Nothing could be more unattractive than the condition of these book collections in the individual schools. I use the term "book collections" because I refuse to dignify such useless, obsolete material by the term "library." There was usually no attempt at classifying the books, and if there were any good material it would have been totally inaccessible.

VISITOR: It was to remedy just such conditions that the county library service to rural schools was established by legislative enactment in 1911. This service is well past the experimental stage and has been proving its effectiveness in 2300 elementary school districts in forty-six California counties sufficiently progressive to utilize this method of distributing library material to rural schools. The county library service seems to me a practical demonstration of the democratic ideal in its coöperative pooling of the resources of each district for the greater service of all.

SUPERINTENDENT: You are getting close to the issue of costs in establishing this service. How much does the service cost the districts?

VISITOR: The law provides that the sum apportioned by each district shall not be less than twenty-five dollars for each teacher. These recent years have caused severe curtailment in the amounts budgeted per teacher for school library service. In 1930–31 only one county budgeted the minimum amount, while in 1933–34 thirteen counties were allocating only the minimum. In 1930–31 eighteen counties were contributing approximately fifty dollars per teacher, while in 1933–34 only five counties were contributing that amount.

SUPERINTENDENT: Some curtailment was probably unavoidable because of the prevailing financial situation, but it is difficult to see how such a severe curtailment should have been necessary with our system of state finance for public schools. Do you believe these reductions have seriously impaired the service?

VISITOR: To be sure. It is impossible to reduce costs drastically on an item which represents such a small per cent of the total budget and not feel immediately the effects on the service it is possible to secure. This is especially true since the schools are rapidly coming to operate under newer educational ideals. The curriculum based upon units of work integrated around centers of interest requires wide reading, consultation of many references and investigation of many sources of information. At the same time the schools were curtailing the allocation of funds the newer education program was demanding increased service.

SUPERINTENDENT: Aren't we actually defeating the very purposes for which the schools exist when we are parsimonious in our expenditures for the needed tools of instruction?

VISITOR: Certainly. In my opinion, the county superintendents can render a real educational service by encouraging school trustees to restore adequate support to the library service. The county librarians have been confronted with difficult problems in these recent years, because teachers and sometimes even the superintendents themselves did not realize that curtailed resources of necessity meant reduced services.

SUPERINTENDENT: How does the county library pay for the operating expenses of the school service?

VISITOR: For such services as salary of the school librarian, transportation and repairing of books, an overhead charge is made averaging during 1933–34 approximately 23 per cent of the total school library funds.

SUPERINTENDENT: I can appreciate the fact that overhead expenses are a legitimate charge against the school library funds. In the town in which I served as principal we found it profitable to employ a teacher-librarian and there were legitimate costs of maintenance in the operation of the service.

VISITOR: I am glad you have that point of view. Some misunderstanding and friction has developed in relation to this problem of overhead expense. A definite policy needs to be established and the utmost economy exercised. Conditions vary so widely in the state that it is dangerous to be dogmatic about the per cent of expense which can be justified.

SUPERINTENDENT: How closely do these county librarians work with the county boards of education in planning book purchases?

VISITOR: There again practice varies. For the most part the county librarian meets with the county board at the time book adoptions are made. It seems logical that close coöperative relationships must be maintained. The county librarian should give the board information concerning the number and condition of books, the fields which need strengthening, and funds available for new purchases. The county board, on the other hand, should work with the librarian in planning a program of adoptions well within the budgetary limitations. The success of this plan, like any other procedure of democratic society, depends on complete understanding and friendly coöperation. Efficient service is the reward of groups who learn the lessons of coöperative enterprise.

SUPERINTENDENT: Isn't that equally true in all phases of human endeavor? We seem to be getting philosophical on the subject, and the problem is one which is urgently in need of solution here and now so far as my county is concerned. How do I go about setting up this service?

VISITOR: Our good friends the librarians would smile at our conversation this morning. Of course, we have been thinking wholly in terms of getting books and library service for our rural children because that is our major responsibility. But, dyed-in-the-wool educator that I am, I fully appreciate the broader service for which the county library exists. Libraries are, of course, our most important agency for adult education. They are really one of the most powerful influences in promoting the ideal of education as a process which begins at birth and continues throughout life both in and out of school.

The school service is only one function of the county library. Important as it is to modern education in stimulating habits and attitudes of reading for pleasure and information; valuable as it is in stimulating a desire for good literature, all thoughtful school people recognize the tremendous values inherent in having available for rural people the opportunity for continued study and recreation. The community branches of the county library render this service to people in the country which has long been enjoyed

by city people by means of publicly supported municipal libraries.

The immediate problem is to secure public opinion favorable to the establishment of the county library. The authority for establishing rests with the County Board of Supervisors. The State Library will provide the services of an experienced library organizer to work with you on a program of education in relation to the needs and value of a county library.

Superintendent: I realize I was not misinformed about your enthusiasm for the county library.

Visitor: Right! I have personally observed the functioning of the county library, and especially the school service, over the past fifteen years. I have compared the privileges enjoyed by California's rural schools operating under the provisions of the county library law with the library service in the rural schools of other states. National publications have characterized California as "a pacemaker in rural education." Apart from our liberal program of state financial support, I attribute this position of leadership to two services which have been provided: first, professional supervision of instruction for rural schools, and, second, county library service in all its aspects for rural areas.

Superintendent: My visit to my schools has convinced me of the importance of these services. My immediate concern will be to see that both services operate as efficiently as possible for the children in this county.

Sacramento to Be Host to Librarians

The fortieth annual meeting of the California Library Association will be held in Sacramento beginning the afternoon of Wednesday, June 5, and ending at noon Saturday, June 8. Special sessions for the county librarians will be held Tuesday afternoon, June 4, and on Wednesday morning. The twenty-sixth annual convention of California county librarians will then be merged into the sessions of the California Library Association.

At the first general session on Wednesday afternoon "A Word of Welcome" will be given by Governor Frank F. Merriam, followed by greetings from Vierling Kersey, State Superintendent of Public Instruction.

Speakers at the general sessions will be Doctor Paul Marshall Rea, director of the Santa Barbara Museum of Natural History; Miss May Massee, a director of Viking Press, Inc., New York City; Herbert Davis, executive officer, State Fish and Game Commission. Doctor Rea will speak on the subject "Libraries versus Museums as Social Institutions." Miss Massee will give an address on "Behind the Scenes with Books and Authors." Herbert Davis, a young Sacramentan who has an enviable reputation as a speaker, will talk on "Ghost Cities of the West."

Thursday will be devoted to group meetings, and the preliminary program shows it will be a most interesting day.

The section for library work with boys and girls in and out of school will hold its session Saturday morning, so that school librarians from the bay region and the Sacramento Valley can attend.

The fortieth anniversary of the association will be celebrated Wednesday evening at a birthday banquet, followed by a revue, "Fads, Frivols, and Cheers of Our Forty Hectic Years." Another entertainment feature will be a motor trip on Friday afternoon to Coloma, where gold was discovered by Marshall on January 24, 1848. During the afternoon entertainment will be provided by the Sacramento Convention Bureau.

Miss Eleanor Hitt, president, California Library Association, and other officers and committees have been tireless in their efforts to feature on the program the library activities of the year. It is hoped that librarians representing every section of California and all types of library service will be in attendance at this annual meeting in Sacramento in June.

In the May, 1935, issue of *Pacific Bindery Talk*, published by the Pacific Library Binding Company of Los Angeles, is a reproduction of a radio broadcast on the "County Library System in California" by William John Cooper, professor of education, George Washington University, Washington, D. C. In it he pays tribute to the desirability and efficiency of county library service to schools. Mr. Cooper also referred to the recent study made by authorities in the California State Department of Education showing the uses of the county library. He reported that this study showed the number of books supplied to the schools by the county libraries of California in one year was 2,300,000, an average of approximately twelve books per person served.

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BOOK REVIEWS

NEW PATH TO READING, BOOK ONE, revised edition, by Anna Cordts. Published by Ginn & Co. 230 pages, illustrated. Price, 64 cents.

Material is arranged in five units. Each unit consists of experiences common to children everywhere. The vocabulary of the book has been carefully checked with standard word lists.

THORNDIKE–CENTURY JUNIOR DICTIONARY, by Edward Lee Thordike. Published by Scott, Foresman & Co., Chicago. 970 pages, 1610 illustrations. Price, $1.32.

This is really a dictionary for the child. Large, clear type is used. Definitions are worded to meet the vocabulary of the child of ten years. Explanation is given first and then the grammatical classification. Illustrative sentences, showing how the word is used, complete the definition. Idioms are listed under the key word and are clearly defined. This dictionary will be of real service to every school child in English-speaking countries.

MAN'S CONTROL OF HIS ENVIRONMENT, by Powers, Neuner, and Bruner. Published by Ginn & Co. 780 pages, illustrated. Price, $1.60.

This is the third book in the "Survey of Science" series, a three-year program in junior high school science. There are four units: "How Man Has Gained Increasing Control over the Living Things in His Environment," "How Man's Changing Civilization Has Disturbed the Balance of Nature," "How Man Has Learned to Use the Materials of His Environment," and "How Man Has Gained Control Over the Energy Resources of the Earth."

MODERN SCHOOL MATHEMATICS, BOOK ONE, by Schorling, Clark, and Smith. Published by World Book Company. 364 pages. Price, 92 cents.

This book is intended for use in the seventh school year. Illustrated with drawings and photographs.

MODERN SCHOOL MATHMETICS, BOOK TWO, by Schorling, Clark, and Smith. Published by World Book Company. 368 pages. Price, 92 cents.

This book intended for eighth school year. Illustrated with drawings and photographs. In the content of this series, the authors have included what is generally agreed to be essential in a basic exploratory mathematics course. Simple and significant concepts of arithmetic, geometry, and algebra are presented.

THE PROGRESSIVE SPELLING SERIES, for grades 2, 3, 4, 5, 6, 7, and 8, with a Teachers' Manual, by Sidney G. Firman, formerly Superintendent of Schools, Glen Cove, N. Y., and Glen Ridge, N. J., and Grace Elizabeth Sherman, formerly teacher of English, Clifton, N. J. Published by Silver, Burdett & Co. Copyright 1935. Books by grades, paper bound, 16 cents list. Teachers' Manual, 16 cents list.

Silver, Burdett & Co. have just published a new series of spelling books for grades two to eight, inclusive, based upon an individual socialized study plan. In this plan provision is made for individual differences of pupils, the spelling period is fully socialized, traditional drills and grinds of spelling are eliminated, plenty of time for the teacher of individual diagnostic work and remedial work is made available. The series contains a minimum list of 3000 carefully chosen words and a maximum list of 4800 words taken from such studies of words as the 1000 words used in the "Ayres Spelling Scale," Doctor Ernest Horn's "10,000 Words Most Commonly Used in Writing," and words common to some different spellers.

ELEMENTS OF BUSINESS TRAINING, by Brewer, Hurlbut, and Caseman. Published by Ginn & Co. 536 pages, illustrated. Price, $1.48.

The subject-matter of this book is entirely up to date. In this revised edition there are three new chapters: "Good Management During School Days," "Good Management in the Home," and "Home-Owning." New material on travel by air, serials and timed-wire service, annuity insurance, and general air express make the book completely modern in its picture of the commercial world.

DAYIGHT, TWILIGHT, DARKNESS, AND TIME, by Lucia Harrison. Published by Silver, Burdett & Co., Newark, N. J. 216 pages. Price, $1.24.

This book deals in a clear and easily understood manner with the subject of latitude and longitude. The meaning and measurement of latitude is presented in the opening chapter. One of the most interesting chapters is "Relationship of Human Affairs to the Number of Hours of Daylight." The first two sections of the book are devoted to latitude, and the third section deals with longitude and its relation to human living. Another very interesting chapter is that on "Time Problems of the World Traveler."

MAN'S CONTROL OF HIS ENVIRONMENT, by Samuel Ralph Powers, Professor of Natural Sciences, Teachers' College, Columbia University; Elsie Flint Neuner, Supervisor of Elementary Science, New Rochelle, New York; and Herbert Bascom Bruner, Professor of Education, Teachers' College, Columbia University. Copyright 1935. 735 pages. Published by Ginn & Co. List price, $1.60.

"Man's Control of His Environment," by Powers, Neuner, and Bruner, is the third volume of a survey of science for the junior high schools. The underlying theme of this volume is a discussion of the extent to which man has learned to control the forces in his environment that cause change. The book is divided into broad units of work, with the two opening units dealing with plant and animal biology, the following three with physical science phenomena, the next with human biology, and the last unit with meteorology.

"THE POET'S CRAFT," a collection of verse by Helen Fern Daringer and Anne Thaxter Eaton, has just been published by the World Book Company, for students of the secondary school age. This is an attractive book with a valuable literary content. Send to the World Book Company, 149 New Montgomery Street, San Francisco for descriptive circular.

"ANTHOLOGY OF CHILDREN'S LITERATURE," by Johnson and Scott, published by Houghton–Mifflin Company, 500 Howard Street, San Francisco, Cal., is a valuable book, 900 pages, 600 selections. Teachers are especially interested. They are always being asked "Where can I find this?" The correct answer would be in "Anthology of Children's Literature." There is a companion book, entitled "Literature Old and New for Children," by Annie Moore. The Pacific Coast representative of Houghton–Mifflin in school, college, and reference textbook is Mr. Allen.

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WESTERN SCHOOL NEWS

C. Ray Holbrook, superintendent of schools at Santa Cruz, has issued under direction of the Board of Education a very complete report of the school activities of Santa Cruz.

Edwin A. Lee, Superintendent of Schools of San Francisco, has issued under the direction of the Commissioners of Education the eighty-second annual report of the San Francisco city schools. This is a very attractive illustrated report, quite modernistic in its effect. Every phase of school activities has been carefully presented.

Charles W. Fisher, Assemblyman from Alameda County, and son of the late Philip M. Fisher, well-known educator, made a dramatic and eloquent speech on his personal experience in the tragedy of the Preparedness Parade of 1916. It was reported to be one of the most dramatic orations in the history of the Legistlature.

Dr. William J. Cooper, professor of Education in the University of Washington, and former State Superintendent of California and director of the United States Bureau of Education, in a radio address called special attention to California's splendid library system. Elizabeth Topping, county librarian of Ventura County, was quoted in a recent interview as saying that, within the past few months, she had had visitors from Bulgaria, England, Oregon, and the United States Department of Education. Under the present county library system, the children and schools are receiving splendid service.

More than eight hundred San Francisco teachers met at a luncheon on Saturday, May 4, to honor A. J. Cloud, formerly chief deputy of San Francisco schools, and now the first president of the San Francisco Junior College, which opens August 26. Genevieve Carroll presided. Among the speakers were: Edwin A. Lee, Mary Fitzgerald, Robert Gordon Sproul, Howard J. Caulfield, and A. J. Cloud.

A travel course for botany and geology students; seven viisting instructors besides the regular staff; a week's education conference, led by Doctor Walter Cocking, Commissioner of Education, Tennessee; a daily demonstration school for grades one to six; a variety of courses—these are some of the features of the summer sesson of Humboldt State Teachers' College, Arcata, Cal., on the famed Redwood Highway. Summer session dates are June 24–August 2.

The proposed travel course in botany and geology is new to Humboldt. Depending upon the choice of students, one of the three following trips will be taken. (a) a two-weeks trip which includes Mount Lassen National Park, the Northern Sierras, Crater Lake; (b) a three-weeks trip which includes the foregoing and Tioga Road and Yosemite in addition; (c) a four-weeks trip which includes the itinerary of the two-weks trip and also Yellowstone, Craters of the Moon National Monument (Idaho), Salt Lake City.

Courses to be given on the campus include those in art, commerce, education, English and speech, home economics, industrial arts, mathematics, music, philosophy, physical education, physical and natural science, social science.

Most of the classes will be held in the morning, no class being scheduled after 2 p. m. This arrangement, in connection with the specially conducted week-end trips, will permit students from other parts of the state to enjoy to the full Humboldt County's scenic and recreational attractions.

The college has four good cement tennis courts, and the Arcata Golf Club, four miles away, offers low rates to students. And in addition there will be the regular week-end excursions to the most interesting and scenic sections of Humboldt and Del Norte counties.

Honorable Vierling Kersey, Ira W. Kibby, and Walter R. Hepner, chief of Division of Secondary Schools, on their way to Sacramento, near Madera, on Sunday evening, May 5, were all slightly injured in an automobile accident. They were riding along, Mr. Hepner at the wheel, when a machine struck them. It is reported that Mr. Kibby and Mr. Hepner were both knocked unconscious in the collision. Mr. Kersey, although injured himself, was able to render first-aid to his companions. Superintendent Kersey has been called to Washington for a conference with Commissioner of Education Studebaker.

Ex-Superintendent D. T. Batemen of Santa Clara County is living in San Jose, enjoying life at the ripe old age of fourscore years and more. He has many friends among educators who remember his virile personality and frankness in the expression of his opinions on education.

The Macmillan Company has just published "The Delightful Diversion," by Reginald Brewer. In a clear, entertaining manner the author explains the value of the collecting of first editions, the meaning of "presentation" and "association" copies, limited editions, private press books, miniature books, and other valuable writing material, besides identifying over six hundred American books of more or less worth to collectors. Like a legerdemainist, Mr. Brewer produces interesting hits about books and authors. Upon his first appearance in print, Sinclair Lewis used the pseudonym of ""Tom Graham." Whoever would dream that Edwin Arlington Robinson's "The Torrent and the Night Before," now valued at $500, was first published at the author's expense. Considerable enjoyment and value is given to everyone interested in English and American literature.

Harold S. Latham, general editor and vice president of The Macmillan Company, visited San Francisco from May 4 to May 9, searching for manuscripts suitable for Macmillan publication. An open house was held for him on Sunday afternoon, May 5, by Louis Freedman, at his home.

The National Education Association of the United States holds its seventy-third annual convention at Denver, Colo., June 30–July 5, 1935. Considerable emphasis will be placed upon the jury panel type of discussion, with classroom teachers, administrators, and college specialists represented. Among the panel discussions to be considered are "Needs of Adult Education," "Needs of Youth," "Academic Freedom," "Economic Status of the Teacher," "The Teacher as a Citizen," "Education's Oldest Challenge," "Character," "The Teacher's Health," and "Credit Unions."

Will C. Crawford, Superintendent of Schools at San Diego, logically and forcibly argues that the education of the child is not only dependent upon the school environment, but equally dependent upon his home life. In the old days the home was entirely responsible; nowadays the school is expected to do most of the training, but Mr. Crawford

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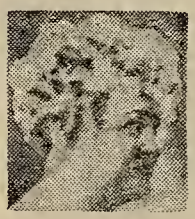

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IN ADDITION to publishing "The English of Business," a unique book combining grammar, punctuation, and letter-writing, and complete at one dollar, The Gregg Publishing Company has just published three other volumes: "Intensive Bookkeeping," by Edwin H. Fearon, list price $1.80; "Applied Secretarial Practice," by Rupert SoRelle and John R. Gregg, text $1.40, laboratory materials, 60 cents; and "Gregg Typing," which is an instruction book giving definite results. The information in all these books is complete, interesting, and authoritative. A novel form of their advertising is the manner in which new titles are set forth on a long yellow display poster, listing the subjects in heavy black type, under the broadside caption: "Here's News!"

THE YEAR 1935 marks the fiftieth anniversa. of Silver, Burdett & Co. in the publication of textbooks. Mr. Silver passed away in 1929, but not before his influence was felt in the organization of the textbook industry for American education. He always placed the matter of selling textbooks secondary to the importance of the books themselves as an educational factor. He helped to sponsor the first training school for public school music teachers. A commemorative feature of the pioneering and educational spirit of Mr. Silver has just been planned by Silver, Burdett & Co., who have commissioned the internationally known artist, N. C. Wyeth, to create a symbolic mural painting entitled "The spirit of Education." A reproduction of this mural in six colors will be sent schools and educators who are interested. Offices of the company are maintained at strategic centers throughout the United States. Fred T. Moore is the Western representative. His office is at 149 New Montgomery Street, San Francisco.

OUT OF 151 manuscripts received from all over the world on progressive education, Elizabeth Crowe Hannum was awarded the $400 prize by The Atlantic Monthly Press, in association with Little, Brown & Co., for the best basal textbook submitted in the field of high-school English. Title, "Speak! Read! Write!" The prize winner, Elizabeth Hannum, is head of the English department in the Francis W. Parker School, Chicago. Congratulations, Mrs. Hannum!

NOTABLE PRIZE COMPETITION

WITH THE BELIEF that American youth of school age should have the experience of singing songs composed by outstanding contemporary American composers, Ginn & Co., educational publishers, have announced a prize competition for such songs. The first prize will be $500; the second and third prizes, $300 each; and the fourth, fifth, and sixth prizes, $100 each. This competition is restricted to native and naturalized citizens.

Since the requirements for school songs are exacting in such matters as voice ranges and lyrics suitable for school use, Ginn & Co. have prepared an outline of the conditions of the competition which should be carefully read by every composer who wishes to submit compositions. It can be secured by addressing E. D. Davis, secretary of the board of judges, 70 Fifth Avenue, New York City. The final date for receiving compositions will be January 10, 1936.

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THE CALIFORNIA School of Fine Arts, at Chestnut and Jones streets, San Francisco, offers special summer-school courses for all teachers and students interested in art. The school is affiliated with the University of California and accredited by the State Board of Education. There are four special courses offered—Fundamental, The Fine Arts, The Applied Arts, and a course under Crafts. Some of the subjects taught under the Fundamental course, are design, color, composition, anatomy, and mechanical drawing. Under the Fine Arts, life painting, life drawing, sculpture, portrait painting, still-life painting, landscape painting, fresco, etching, lithography, etc., are taught. The Applied Arts course consists of commercial art illustration, lettering, costume design, fashion illustration, and interior decoration. The Crafts course gives instruction in pottery, terra cotta, textile block printing, and stenciling, weaving, and bookbinding.

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GREATEST AMERICAN STAGE HIT

"Tobacco Road," the most important American play about America, will open a limited engagement at the Curran on Monday night, May 20. It comes here with a record-breaking run of two years in New York City. It will be presented by its author, Jack Kirkland, in association with Sam Grisman, who coproduced "Tobacco Road" with him in New York. Already three great actors have portrayed the leading character of *Jeeter Lester* in this epic drama about the "bresh" section of Georgian back-country. The fourth actor to interpret this great dramatic character, and who will be seen here, is in reality the first *Jeeter,* for when Kirkland's record-breaking play bows into the Curran it will star none other than Henry Hull, who was the original *Jeeter* in New York and who, after playing it magnificently there for twenty-eight weeks, was acclaimed by a poll of the New York critics as one of the three best performances of the season.

Henry Hull has been considered one of the outstanding figures of the American theater ever since 1916, when he created the rôle of *Henry Parker* in the famous "Man Who Came Back," in which he starred for two and a half years. After that he was seen in the leading rôles of "39 East" and "The Cat and the Canary." After added success in "Roger Bloomer" and "In Love With Love," Hull portrayed the famous character of the negro barber in the Belasco production of "Lulu Belle" with Lenore Ulric. This engagement lasted two years and in 1923 Hull was starred in A. A. Milne's "Ivory Door," followed by stellar rôles in "Michael and Mary" and "The Grey Fox." Later he played *Baron von Gaigen* in Vicki Baum's "Grand Hotel" and then *Henry* in "Springtime for Henry."

It would seem from the unusual popularity of Henry Hull's portrayal of *Jeeter Lester* in "Tobacco Road" in New York that he might run for an indefinitely long engagement here, too, but this is not possible, the management informs us, as Mr. Hull will be seen here for a definitely limited engagement because the schedule for his tour of "Tobacco Road" over the country must be kept strictly intact.

The Curran announces that there will be bargain matinees on Wednesday and Saturday.

Follett Publishing Company of Chicago has published a series of social science readers for the middle and upper grades. They are clearly and connectedly written, in a compact, interesting narrative style, giving a complete story of the social foundation of our civilization, its customs, laws, language, wealth, history, geography, government, and business, and they certainly supply a need to all students of social science. Some schools may use these readers as supplementary material, but those schools with a definite social science program will find the readers ideal foundation material. They are listed as follows: "Man and His Progress" (Book 4), 80 cents; "Living and Working Together" (Book 5), 80 cents; "A World of Different Peoples" (Book 6), 88 cents; "Industry—Finance—Government" (Book 7), 96 cents.

Another splendid book for the second and third grades in helping to make children want to do the things that induce good-health habits is "Easy Work and Play in Health," by Charlotte T. Whitcomb; list price, 20 cents.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar y[illegible] January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1934, was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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The integration of the study of the social sciences with that of the exact sciences is one of the newest developments with those advanced educators making new courses of study. The Harr Wagner Publishing Company is pleased to be able to recommend several titles they have recently published that have been written and edited with this new trend of education in mind.

I—CALIFORNIA BEGINNINGS, *By* LOLA B. HOFFMAN, *Bridge Street School, Los Angeles.*
A fourth grade book, beautifully printed, that gives a colorful picturization of the early Indian and Spanish life on the Pacific Coast. 235 pages. List, $1.50.

II—YESTERDAY, THE FOUNDATION OF TODAY, *By* AKER, NELSON, AND AKER. 470 pages. List price, $1.60.
This new book on Old World Backgrounds, for the sixth grade, in its organization of content has made one of the greatest contributions of late years to the teachings of Old World Background content. In its unit approach it presents the Stream of History, then units on Religion, Language and Records, Science, Government, and Fine Arts. In its unit on Science the authors give on of the best presentations now available on the integration of science and social studies for the sixth year.

III—EARTH AND SKY TRAILS, *By* FREDERICK H. SHACKELFORD, *Supervisor of Elementary Science, City Schools, Pasadena, California.* 224 pages. List, $1.00.
A book to charm children into an appreciation and understanding of the wonders and beauties of the land in which they live. For the upper grades.

IV—THE WESTERN NATURE SCIENCE SERIES.
An interpretation for grammar school pupils of the Nature of the West.
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THE WESTERN JOURNAL of EDUCATION

JOTTINGS OF YOUR SUPERINTENDENT OF PUBLIC INSTRUCTION

By VIERLING KERSEY

A HASTENED CALL to come to Washington, D. C., at the direction of United States Commissioner of Education John W. Studebaker, gave me the rare privilege of crossing the continent and returning recently. It is my opinion that these trips very frequently give us a cosmopolitan view of a total national situation which it is difficult to attain when we slowly and sometimes laboriously accomplish an excursion across the continent and back again. A few brief statements concerning this trip may be of interest.

The outstanding thing that struck me was the "comeback" evidenced all through the country. First of all, it was noticeable in those states which had been devastated by dust storms. Surely these terrible storms had blighted the spirits of the people as well as destroyed property, but following the first rain there was almost a fragrance of optimism in the air, and the first endeavor of the residents of this area was to blot out of mind as well as out of physical view all recollection of the destruction and pessimism occasioned by these storms.

It was extremely interesting to contact on the train individuals who directed their conversation to the cheerful, the optimistic, the encouraging, the hopeful, and the stimulating topics which they seemed to relate out of their own recent life experiences, as well as out of their observations and wishes.

This fellow Studebaker, our United States Commissioner of Education, is making a real reputation for himself in his present assignment. First of all, he is staying right at hand in Washington and is close to every activity that takes place and which may have some bearing upon the educational aspects of national and social recovery. Not one activity of any phase of the entire recovery program of the President goes unnoticed by this man, and, like the President, the Commissioner of Education calls to his advice and assistance the best educational leadership in the country, and through this advice and assistance finds a way whereby education is drawn into the total situation. He is a man of unusual energy, of great alertness of mind, and of capacity to engender coöperation. He has a long-term program; he has been effective in accomplishing many aspects of that program. Just at present he is very much concerned that as the social security measure goes on its way to adoption and approval education with all it has to contribute is not read out of social security, for, after all, Commissioner Studebaker would say: "The security of mind of the American people which determines their attitude is as important as their assurance of economic well-being."

I am convinced that the average citizen interested in the schools, and possibly the average school principal, is not as close to Washington developments as he should be for the benefit of the local school situation. Education has recently assumed outstanding and significant new national aspects. American life has assumed new national characteristics. The national phases of the recovery program will continue to affect education. It is pleasing to note how alert California educators are and how anxiously they await information concerning each new development, not because they themselves are going to get something out of it, but because they are outstanding in the country when it comes to educational leadership interested in improving the educational opportunity of those served by the public schools.

One cannot make a trip through the Southern states without noting the happy characteristics of life in the South. The hospitality of the South is something more than a phrase—it is an outpouring of a characteristic of the people. One does not have to enter their homes, their places of business, or to contact them solely in a social way to know this hospitality. It seems to be a quality of friendship, and the simpler the life situations which bring one into contact with these southern folk the more certain is this quality to be involved and expressed.

It was my rare privilege to ride through the Southern states all day Sunday on the Southern Railroad. I cannot help but express satisfaction at the fact that the streets and the highways were crowded with people going to Sunday school, going to church, coming from church and Sunday school. After all, doesn't it do us good on Sunday to change our mode of living?—and probably it is true that as we dress up and wear our Sunday clothes and outwardly change our appearance there is an inward effect as well. The man who was sitting in the berth opposite to me noticed this, as did I. We discussed it and all Sunday afternoon as the train wound around through the hills of South Carolina and Georgia we noticed the number of people who were sitting out on their porches, family groups moving the rocking chairs to the front porch and there enjoying the fellowship of quiet, simple family life. Not the number of porches where people were sitting was noticeable, but the very, very few porches where no one was sitting was noticeable. I commend to you a Sunday in the South, anywhere from Texas to Virginia. The impression of the day will be good for your spirit.

I will jot one more incident and then this must end:

An unusually fine type of Mexican professional man boarded the train at El Paso. Interested as I am in taking every occasion afforded to review my Spanish, I engaged in conversation with this man. He was an engineer by profession; he had an extremely important position with the Mexican government, having served his government for a decade. His reputation was national in his country. I asked him some questions about his education, his background. He was born of humble parents, was given an opportunity in one of the first rural schools in Mexico. He developed a passion to have an education. Upon completing his training in the local schools, he sought one of the scholarships supported by the Mexican government in foreign institutions. He decided he would become an engineer. His first surprise following this decision came when, qualifying for this scholarship, he was told that he had to be a man of culture, a man of broad acquaintance with worldly aspects of life; that before he could study to be an engineer and receive the scholarship he had to give evidence of mastery in two languages other than his own. He had to pass an examination indicating a thorough general acquaintance with the art of the world; he was required to be able to engage in a symposium discussion on the world's literature, to participate in a consideration of comparative religion and in addition to be master of a musical instrument. No wonder this man, by profession an engineer, became first citizen in community and state as well.

I appreciate your patience in reading this.

August issue will be devoted to source material on California's Admission Day and Historical Beginnings of San Francisco.

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLI, No. 6 | SAN FRANCISCO, JUNE, 1935 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

OWING TO THE GROWTH of the school population in Escondido, additional ground has been needed. Recently an adjacent block to the school, with the exception of one corner, has been purchased for $14,000. The payment is to come out of current expenses this year and next. The new ground will house one art building and the rest will be used for playgrounds.

E. E. WESTERHOUSE, district superintendent of the Arcadia grammar schools, is in the midst of the reconstruction work in his system. The First Avenue School, the main school plant, is being strengthened with structural steel and gunite. Thirty-five thousand dollars worth of a $45,000 bond issue have been sold to pay for the cost of materials in the rebuilding process. The labor costs are being met by the SERA. July 15 is the date on which the work is supposed to be completed. When finished, the plant will have a most modern appearance.

ARTHUR F. ISENSEE is ending his fourth year as principal of the Livermore Union High School. The school is now located in a modern plant built several years ago and handles a student enrollment of 285. Mr. Isensee is a Minnesotan by birth and a graduate of Perdue in the class of 1917. He has taught in Oregon at St. Helena and Prinville. During the last eight years he has been in California. Two years previous to coming to Livermore, Mr. Isensee was principal of the Escalon High School.

SAN MARINO is known the world over as the home of the famous Huntington Library and Art Gallery. It is also known as the home of millionaires, a place of beautiful landscaped estates, located in one of the most beautiful regions of Southern California, with the Sierra Madre Mountains in the background. It is known as a community far above the average in grade of students that come from well-to-do homes. San Marino will be known soon as having one of the most complete grammar-school plants in its Huntington School in California, if not in America. As a result of the late earthquake, the Huntington School had to be reconstructed. District Superintendent Elmer C. Neher and his Board of Trustees had several alternatives. It was decided that it would be less costly to reinforce the old buildings. An $85,000 bond issue was passed by the voters. Additional SERA labor of more than $100,000 was made available As a result, upon the 19-acre campus of the Huntington School will be as complete a school plant as is to be found anywhere.

The reconstruction work called for the strengthening of all walls with structural steel and gunite. A new beautiful auditorium of five hundred capacity is being erected. A new art room and a music room of 100-person capacity with a small stage is being built. Every classroom is being refinished. The central offices are being made more complete. Two stock rooms for state texts and supplemental library books are being supplied. In a huge patio in the center of the school, an outdoor stage being constructed. In this patio are large trees, and when the project is complete with lawn there will be an outdoor theater of 1500 or more capacity. Cafeteria, a separate gymnasium, manual training shops, domestic science rooms are all in the scheme of things. Out-of-doors the playgrounds have been entirely revamped and regraded. A new football and soccer field and baseball field has been made ready and will be in grass. A new fifth of a mile track has been constructed. And what is most attractive is the making of four basketball courts in one line, with block top surface. There are four tennis courts. The grounds are carefully gardened. When completed, this Huntington School is worth a visit by anyone interested in a most up-to-date school plant.

The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

WESTERN SCHOOL NEWS

THERE ARE MANY candidates for the superintendency of the Long Beach city schools. Superintendent Upjohn retires at the close of this term.

A. J. CLOUD, the new president of the San Francisco Junior College, has selected some very interesting educational leaders for his faculty. Among them are: Edwin C. Browne of El Dorado County High School, a son of the late Frank J. Browne; Edith Pence, prominent in the activities of the San Francisco Teachers' Association; Paul Pitman of radio fame, manager of the Forum Club of Oakland and teacher of English in Centerville High School; John C. Beswick, from State Superintendent Kersey's staff, a very human sort of man with a smile for everybody, but always on his job. Mr. Beswick is to be director of vocational education and industrial relationships. Cloud's faculty will be outstanding in its personal attributes.

SELDEN SMITH, with several members of his family, will attend the Dartmouth College graduation exercises in order to see his son graduate. Mr. Smith is an alumnus of Dartmouth and his son Ritchie is one of the prominent members of the alumni.

EARL BARNES, who established the department of education at Stanford University in 1881, died recently in Connecticut at the age of 72. During the period of his work at Stanford he was the outstanding man in education in California. He was popular as a lecturer, especially at teachers' institutes. He is entitled to much of the credit for awakening the State of California to open-mindedness to new methods of instruction.

STATE BOARD OF EDUCATION

AT THE SPECIAL MEETING of the California State Board of Education held in San Diego June 8, 1935, the following items of business were given consideration and the following action was taken:

The board exercised its option to readopt all of the Silver–Burdett music books for a second four-year period according to the contract at present in existence and containing this option, which contract covers the First Book, Second Book, and Third Book of the Music Hour series.

The board did not take action to exercise the option in the contract between Ginn & Co. and the board concerning the purchase of the following music books: Two-Part Music, Intermediate Music, and Adventures in Music.

The board at its meeting in San Francisco July 12 and 13 will give consideration to a plan for the completion of the music-book series.

The director of education presented to the board the resignation of Doctor Edward L. Hardy as president of the San Diego State Teachers' College, which resignation was accepted by the board.

The nomination of Walter R. Hepner, chief of the Division of Secondary Education in the State Department of Education, by the director of education to be president of San Diego State Teachers' College was approved by the board.

"TOBACCO ROAD" TO CLOSE JUNE 22

"TOBACCO ROAD," with Henry Hull, the original New York star, starts its second month at the Curran Theater next Monday, June 17. On that date, the management announces, will positively begin the last week of this great success's engagement in San Francisco.

"Tobacco Road" is the greatest hit on Broadway since "Abie's Irish Rose." It is now playing it's second record-breaking year there. Two other great American actors have followed Henry Hull in his rôle, but Hull is the original *Jeeter Lester* of "Tobacco Road," the part which won him the unanimous vote of the New York critics as the best performance on Broadway last season.

As *Jeeter Lester*, the "poor white trash" Georgia farmer, Hull's amusing antics and humor cause roars of laughter at the Curran, where delighted audiences thrill to one of the truly great performances ever seen in the theater. "Tobacco Road" is the most widely discussed play in America today. Hull is supported by a remarkable cast, headed by Mary Servoss, and includes such notables as Fiske O'Hara Bonita Des Londes, Leon Ames, Hallene Hill, Donald Barry, Haila Stoddard, Pauline Drake, Howard Banks, and Herbert A. Pratt.

In this week of the San Francisco engagement the Curran Theater announces that there will be bargain matinees on Wednesday and Saturday.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Fortieth Annual Convention California Library Association

The first general session of the fortieth annual convention of the California Library Association was called to order in Masonic Temple by Eleanor Hitt, president of the association, on the afternoon of June 5.

Miss Hitt presented Governor Frank F. Merriam, who gave a most clever welcome to the librarians. He proved an excellent storyteller. He was equally good in a serious vein as he closed his words of welcome on the theme of citizenship and the opportunities of librarians to interpret trends in government.

Greetings from Vierling Kersey, State Superintendent of Public Instruction, were read by Miss Hitt. He stressed the great help libraries had been to the Department of Education. Mr. Kersey was scheduled to greet the librarians personally, but was detained by a special meeting of the State Board of Education in San Diego.

The address, "Libraries *versus* Museums as Social Institutions," by Paul Marshall Rea, director Santa Barbara Museum of Natural History, was a rare treat. By tracing the history and development of the oldest museum in the United States at Charleston, S. C., Doctor Rea gave a vivid historical background for the general statements he made. Similarities and differences between libraries and museums were closely analyzed. The experiences of each were noted as equally helpful. Locating museums in centers of population was emphasized as necessary. He urged librarians to analyze their libraries to find what to do and what not to do to make them effective. That libraries and museums have social values is proved by the fact that each has endured under all vicissitudes.

In the evening the Hotel Senator was the attractive setting for the birthday banquet and revue, "Fads, Frivols, and Cheers of Our Forty Hectic Years," presented under the direction of Beulah Mumm of the State Library. Governor Merriam graciously honored the librarians again by attending the banquet. Joseph Cummings Rowell, librarian emeritus, University of California Library, Berkeley, who is one of the original members and first president of the C. L. A., was a guest of honor. He was introduced by Miss Hitt and delighted those present with his reminiscences.

Hilarity reigned supreme as the large audience of librarians had eight "frivols" presented for their amusement depicting customs and styles of dress covering eight periods from 1895 to 1935. The clothes, the dancing, the customs of "then and now" over a period of forty years gave opportunity for comparisons as well as exciting the risibilities of the audience. The author of the revue, Helen Dobson of the State Library, and Mrs. Maude Mumm, who presided at the piano throughout the evening, were called to the platform, presented with baskets of flowers, and all who participated were given an ovation.

The three predominating lines of thonght on the program for the two succeeding days were the purpose and accomplishments of the California Library Association, California history, and library service to children.

Discussion groups in charge of professional committees which had worked zealously during 1935 made valuable contributions to the future progress of libraries. The groups and presiding officers featured on the program Thursday afternoon were: Education for Librarianship and Unemployment Problems, Cornelia D. Plaister, librarian, San Diego Public Library; Code of Ethics for Librarians, Rosemary Livsey, librarian, Teachers and Children's Department, Los Angeles Public Library; Library Service to Children of Elementary School Age, Helen Heffernan, chief Division of Elementary Education and Rural Schools, State Department of Education; Library Standards, Mrs. Theodora R. Brewitt, librarian Long Beach Public Library; Public Relations, Althea Warren, librarian Los Angeles Public Library. In the evening at the Trustees' Section, Mrs. Minna Hoppe McGauley presiding, "Library Problems and Policies of Interest to Trustees and Citizens," was presented by John Boynton Kaiser, librarian Oakland Public Library. The address of the evening, "The Library and Good Government," by Doctor Austin F. Macdonald, University of California, Berkeley, was an outstanding feature of the convention.

Nathan van Patten, director Stanford University Libraries and chairman of the College and University Section, C. L. A., gave a prominent place on the program to California history. Mrs. Frances Rand Smith, Palo Alto, presented "Interesting Divisions of California's Mission History," which was followed by the subject "The Catholic Church Among the Pioneers," by Father James J. Lyons, S. J., president University of Santa Clara.

Mrs. Gladys B. Kennedy, chairman Municipal Libraries Section, devoted her entire program to the theme "Californiana." Caroline Wenzel, supervising librarian California Section, State Library, gave an excellent paper entitled "Historical Collections, Municipal and State." She was followed by Lindley Bynum, Henry E. Huntington Library and Art Gallery, who gave a delightfully interesting and informative talk on "Adventures in Collecting Californiana."

California history was made very real to the library delegates on Friday afternoon when a long caravan of automobiles escorted by traffic officers of El Dorado County and Harrison Leussler left Sacramento for Coloma, where gold was discovered by James W. Marshall, January 24, 1848. At the picnic grounds by Marshall's monument box lunches were served. An accordion player and two fiddlers in '49 costumes provided appropriate music by courtesy of the Sacramento Convention Bureau. Copies of the *Pony Express Courier,* published monthly at Placerville, containing items of pioneer days, were distributed to the librarians. The trip to Coloma was made via the historic town of Placerville, and returning to Sacramento the librarians were taken through beautiful mountain scenery leading to the historic town of Auburn.

The day was closed by an address in the evening at Sacramento by Herbert Davis, executive officer State Fish and Game Commission, on "Ghost Cities of the West."

Library service to children of elementary school age was presented as a panel discussion, with Helen Heffernan of the State Department of Education as leader. The panel comprised Gladys English, department librarian, "Work With Children," Los Angeles Public Library; Irene Branham, supervisor "Children's Work," Kern County Library; Jewel Gardiner, librarian Teachers' Professional Library, Sacramento; Dora Smith, reference librarian and instructor in librarianship, Teachers' College Library, San Jose; Margaret Girdner, librarian Galileo High School Library, San Francisco; Mrs. Bess Ranton Yates, librarian Glendale Public Library; Marjorie H. Kobler, librarian San Diego County Library; and Mrs. Ella Packer Morse, librarian Colusa County Library. With such a personnel for the panel, Helen Heffernan as leader, and an intensely interested audience the meeting was unusually enthusiastic and thought-provoking.

Saturday forenoon, at the Section for Library Work with Boys and Girls, Margaret Girdner, chairman, introduced Leo Baisden, assistant superintendent for elementary and special schools, Sacramento City, who gave an excellent address on "The School Library—A Fad or a Fundamental." He made it clear that with the right curriculum and the right administration the school library is a fundamental.

Miss May Massee, a director of Viking Press, Inc., New York City, gave a fascinating talk with the aid of beautiful slides on "Illustrating Children's Books." The illustrations gave full play to a child's imagination and love of color.

The previous day Miss Massee had delivered an address before the general session entitled "Behind the Scenes with Books and Authors." Throughout her address she reiterated how essential imagination about humans was to an author's success. About every ten years the type of events and expressions change, and the author with creative ability who wishes to remain a success will change with the trends.

Other very interesting features on the program were "Possibilities for Research in the Sutro Collection," by Helen M. Bruner, Sutro Branch, State Library; "History, Photography and the Library," by Maxwell Hicks Savelle, Stanford University, and a junior librarian's breakfast and round table, with W. Lawrence Shaw presiding.

At the general session on Friday evening, Blanche Galloway, vice president, presided. The chairman of the nominating committee, Miss Mabel Thomas, reported the selection of the following officers for the California Library Association for the ensuing year: President, Cornelia D. Plaister, librarian San Diego Public Library; first vice president, Charles F. Woods, librarian Riverside Public Library; second vice president, Jessie M. Fredericks, San Francisco Public Library. The officers nominated were duly elected by the members of the association.

The program for the fortieth birthday anniversary of the C. L. A. brought forth many expressions of satisfaction and pleasure throughout the week. As the librarians turned their faces homeward, the president, Miss Eleanor Hitt, was the recipient of many sincere congratulations over the success of the convention and a year of accomplishments.

County Librarians' Annual Meeting

The annual meetings of the county librarians of the forty-six county libraries of California have the charm of informal family gatherings where matters of mutual helpfulness are discussed freely. This family atmosphere was accentuated this year because the

place of meeting was in the State Library Building. At the opening session on Tuesday afternoon, June 4, the chairman, Mabel R. Gillis, State Librarian, conducted a discussion of current problems. The annual reports were presented by the secretary, Frances M. Burket, librarian Sutter County Library.

While the meeting of the county librarians was in progress the assistants in the community and school branch departments of the county library held meetings simultaneously in the State Library. Margaret Hamilton of San Bernardino County led the group of school department heads and Mrs. Elizabeth Thompson of Stanislaus County presided over the meeting of other county library assistants. After the meetings adjourned the county librarians and their assistants were the guests of Miss Gillis at a delightful afternoon tea given in her home.

The following forenoon the county librarians reconvened to discuss further subjects of mutual interest. Preceding the discussions Miss Gillis announced the appointment of Mrs. Ella P. Morse as a member of the advisory committee and secretary for the ensuing year. The selection and appointment of custodians for county library community branches was presented from three angles by the following county librarians: Anne Margrave, Inyo County; Gretchen D. Knief, Siskiyou County; John D. Henderson, Kern County. Problems in book delivery to branches and the method of paying for periodicals were answered by Marjorie H. Kobler, San Diego County. A library corner for rural schools was vividly illustrated by the reproduction of one in the meeting room by Mrs. Ella P. Morse, Colusa County, who told of the universality of library corners in Colusa schools. The use and care of slides and films in county libraries was explained by Cornelia D. Provines, Sacramento County; Ellen B. Frink, Monterey County, and Mrs. Elizabeth Singletary, Santa Clara County. Providing aids in visual instruction for the schools of Santa Clara County by coöperation between the county library and the schools has been made a definite part of county library service.

Special mention was made of manuals for custodians prepared by Dorothy E. Wents, Orange County, and Caroline S. Waters, San Bernardino County; the joint custodians meetings held by Mrs. Harriet S. Davids, Kings County, and Gretchen Flower, Tulare County; SERA branch library buildings erected under the leadership of Minette L. Stoddard, Merced County, and Edith Gantt, Solano County.

Beginning Wednesday afternoon the meetings of county librarians were held in conjunction with the California Library Association.

School Library Association of California, Northern Section

ELIZABETH PATTON, publicity chairman of the School Library Association of Northern California, sent us an interesting account of the recent meeting. Here are some of the high lights of her report:

Under the leadership of President Joyce Backus, librarian of San Jose State Teachers' College, the School Library Association of California, Northern Section, has just completed an active and successful year. With an increased membership and more than a third of the members serving on committees, outstanding and valuable work has been accomplished. Much time and effort have been spent by those participating in two statewide projects. "Library Problems in Elementary Schools" was organized by the State Department of Education under Miss Helen Heffernan, chief of the Division of Elementary Education and Rural Schools, and Miss Eleanor Hitt, assistant librarian of the California State Library.

The open council meeting and book luncheon at Stanford Union in March was attended by many members, fellow teachers, librarians, and friends who had the pleasure of listening to Julian Dana, author of "Sutter of California." Mr. Dana characterized John A. Sutter as "our greatest Californian," a man who should be known to every Californian for what he was. In his book Dana has striven to give a true picture drawn from authentic source material, selected and adapted with the intellectual integrity of the best biographies.

The final meeting of the year was held in Modesto Junior College, May 4, with Miss Helen Pierce as hostess. Doctor Baker, president of the college, welcomed the members. Miss Backus presided at the morning session, which consisted of the reports of the splendid work of committees, other routine business, and election of officers. There were book exhibits from Harr Wagner, in charge of Miss Wagner, and from the Sather Gate Book Shop, Berkeley.

The guest speakers were Mrs. Inglis Fletcher, author of "The White Leopard," who reviewed her trip to Africa, where she collected material for her book, and Miss Irmagarde Richards, who wrote "Children of Mexico," and told of her interesting experiences in Mexico.

The new officers elected for 1935–1936 are: President, Hollis V. Knopf, Marin Junior College, Kentfield; vice president, Marguerite Grayson, Portola Junior High, San Francisco; treasurer, Jessie Boyd, Frémont High, Oakland; secretary, Ida Bell Craig, Kit Carson Junior High, Sacramento; director, Joyce Backus, San Jose State Teachers' College.

HELEN VOGELSON, librarian of the Los Angeles County Public Library and president of the National County Library Association, which meets in Denver in July, 1935, has developed a successful unit in regional work in the Antelope Valley. This type of work can be applied in any combination of governmental units or fractions thereof. The Antelope Valley library unit has 1300 square miles of territory and 4100 population. It is a desert country, with gold mining and agriculture its chief interests. The twenty-three settlements are now given library service as a regional unit. Lancaster was chosen as the sub-center, and an experienced librarian was selected. The plan was put into operation in August, 1929, and by June 30, 1934, the books issued for home use increased from 50,328 to 109,378.

Miss Vogelson says in a recent paper on the regional plan: "The idea of a supervised service centralized through a regional unit that is not too large for human contacts, as has been demonstrated in the Antelope Valley Branch Library, has also been applied successfully in Los Angeles County to health centers, police and justice courts, and to fire protection zones."

If you are interested, write to Miss Helen Vogelson, librarian, Los Angeles County Public Library, Los Angeles, Cal., for a detailed account of the experiment in the Antelope Valley region.

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Fashion Illustration and design, draftsmanship, figure composition, perspective, design, life drawing, the many techniques in rendering textiles, pen and ink, wash tones, color, smartness in advertising through styling new ideas. Miss Gallagher is instructor in this department.

The combination course of fashion and commercial art: This course includes advertising layouts, the complete fashion illustration course, illustrative drawing in modern style and technique, furniture, lettering, color, campaign advertising, historical periods of illustrative arrangement.

Professional Costume Design in the industrial arts: The immense opportunity and financial independence to women in the clothing industry—both French and American methods are taught in this department—with French draping, pattern drafting, factory grading, costume sketching, color, textiles and styling. Practical principles of the industry are taught by doing the work under conditions similar to those of the shop. Sewing and tailoring are included.

Costume Sketching may be taken in four-months course and is valuable to the manufacturer of garments and the designer or modiste.

Millinery Making and Design, which gives the student practical making, creating, sketching, period design, styling for the individual, and color harmony. This course may be taken as a professional trade course or for personal use.

The Combined Course in merchandising, styling, designing of apparel, and millinery and advertising gives to the individual a choice into the many fashion fields and is very far-reaching; requires one year.

There are other professional courses requiring from three to eight months to complete. Miss Gallagher will be glad to mail any information free of charge, upon request, or to contact personally by appointment. Address, Fashion Art School, 1290 Sutter Street, San Francisco.

KRUGER HELD OVER ANOTHER WEEK

The engagement of Otto Kruger in the gay New York comedy success, "Accent on Youth," now at the Geary, proved so sensational a success that Henry Duffy, the producer, was forced to extend the run for an extra week, which means that the playgoer will have until Saturday night, June 22, in which to enjoy Kruger's splendid performance in a play that was especially written for him by Samson Raphaelson. The rôle of *Steven Gaye* is one that is entirely to Kruger's liking and gives full scope for his excellent histrionic abilities.

The popularity of Kruger in "Accent on Youth" is one of the highlights of the current drama season. Ever since the opening night the play has been doing capacity business. The run was to end on Saturday, June 15, but that meant keen disappointment to the thousands of Kruger fans who have been unable to secure reservations, hence the absolute necessity of extending the run until June 22.

The cast in support of Kruger is one of the finest ever seen on a local stage. As in "Counsellor-at-Law," he again has two very talented and beautiful leading ladies in Martha Sleeper and Lillian Bond, who wear in the play the latest fashion in gowns and street attire.

"Accent on Youth" is one of the outstanding hits of the season and is rated by New York critics as one of the ten best of the year. The story tells of a successful middle-aged author who is about to abandon his latest play in order to go ahead with his most recent love. From then on situations of mirth and gayety are unfolded so fast that the audience is kept in a constant state of hilarity.

During the week there will be bargain matinees on Wednesday, Friday, and Saturday.

There was a convention recently in San Francisco of more than one thousand high school principals, and important speeches of vital interest to educational procedure were made. The San Francisco *Chronicle* gave no publicity whatever to the valuable discussions, but devoted several columns to charges of moral delinquency on the part of one of the members of the convention. Such is the standard of news value of the molders of public opinion in the year 1935!

Idella Purnell, author of a number of outstanding children's books ("The Forbidden City," "The Talking Bird," "The Wishing Owl," etc.), will give a course on "Creative Writing for Children" at the summer session at Mills College from June 24 to August 4.

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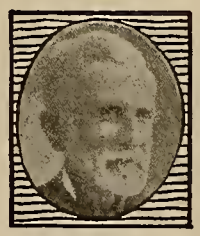

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

The Ontario grammar schools for the past fourteen years have been under the direction of District Superintendent C. W. Crandall. During that period Mr. Crandall has seen the system grow to an enrollment of 1650 pupils, 85 teachers, and 7 schools. With the aid of Assistant Superintendent Mrs. Edna E. Andres, in charge of instruction, the Ontario schools have continued a most progressive program. An item of unusual interest is the fact that of the ten school buildings in the system M. Randall during his term of office has built nine of them. This record was made possible by the erection of new plants, the replacement of buildings destroyed by fire, and reinforcement of others on account of earthquake hazard. The latest building replaced was that of the Central School. This structure was erected out of a $43,000 district appropriation and a $55,000 SERA allotment. This building contains thirteen classrooms, an auditorium seating 500, cafeteria, offices, and nurses' quarters. The greatest improvement of the past year was the constructing of a separate Board of Education building, located at Fourth and Vine streets. This new Board of Education unit contains a garage for the system's busses, offices for superintendents and supervisors, supply rooms, and mimeograph room. The building was constructed of reinforced concrete and was a CWA project of $31,000, of which the district contributed $9,000. The superintendent and his force moved into the new building during last Christmas vacation.

Howard N. Tanner, district superintendent of the Clearwater grammar schools, has signed another four-year contract. The reconstruction of the system's schools in accordance with earthquake requirements is expected to be completed by the opening of school next fall. Clearwater is one place in California where the school population is increasing rapidly. Three new classrooms are needed for next year. One of the most attractive improvements of the town's school grounds this past year has been the putting of the playgrounds into Bermuda grass. These grounds are kept up all summer and form a community playground.

One of the most beautiful rides in California is that from Ventura to Santa Barbara along the Coast Highway. This highway has been widened and improved almost the whole way, and is one of the most perfect stretches of road in California. If the tens of thousands of people east of the Rockies that will pass this way this summer are not won by beaches along the Santa Monica Palisades, Malibu, Summerland, Carpenteria, Montecito, and Santa Barbara, and the hills back of them, nothing this side of heaven will ever entice them.

George N. Hale, district superintendent of the Azusa grammar schools, has ended a successful first year in his new position. In keeping with other communities in the state, a $15,000 SERA project in Azusa was expended in renovating school buildings all over the city.

June is the month of brides and appointments of schoolmen to new positions or the announcement of promotions in school systems. At San Bernardino A. D. Graves, assistant superintendent of schools, was appointed to the superintendency, from which superintendency Lewis E. Adams had resigned. Arnold A. Bowhay, for the past fifteen years principal of the Santa Maria High School and Junior College, accepted the principalship of the Beverly Hills High School, which July 1 came under the control of the Board of Education of Beverly Hills. Andrew P. Hill, Jr., chief of Division of Schoolhouse Planning of the State of California, was appointed to the vacancy at Santa Maria caused by Mr. Bowhay's resignation. Walter R. Hepner, chief of the Division of Secondary Education for the State of California, was appointed by the State Board of Education to the presidency of the San Diego State College, from which position President E. L. Hardy had retired after a long and valued educational career. To the position made vacant by Mr. Hepner's resignation was appointed Doctor Aubrey A. Douglass, head of the department and professor of secondary education, Claremont Colleges. F. E. Bishop, principal of the Corona High School, was promoted to the superintendency of the Corona city schools, a position filled most capably by Glen D. Wight for the past two decades. F. F. Martin, district superintendent of the Redondo Beach schools, was elected to a four-year term of city superintendent of Redondo Beach under the new city charter just adopted.

The mountains and canyons of the Malibu Rancho that runs thirty miles from Santa Monica to the Santa Clara River ten miles this side of Oxnard, along the waters of the Pacific, are now dotted this mid-June with thousands of "Candlesticks of the Lord," the yucca or Spanish bayonet. The abundance of rain in California this past season that made the offering of wild flowers the most magnificent of years also has brought out the yucca in more than usual numbers and luxuriance. The tall stocks, six to eight feet high, with their two-foot candle-shaped heads of waxy, creamy-white blossoms makes an impressive sight as one rides along the smooth highway, with the long sweeping of the white breakers on one side and the mountains rising to the sky on the other.

Daniel S. Presnall, district superintendent of the Bellflower schools, is on the tenth year in his present position. During that time the enrollment has risen to 1400 pupils in three schools. This past year was the first time in ten years that the enrollment did not increase greatly. The past year has seen the rebuilding or construction of the Bellflower schools in regard to earthquake safety requirements. One six-room building has been completed, one eight-room building is 50 per cent finished, and one eight-room building has just been started upon. Two of the buildings have been rehabilitated under an appropriation of $60,000 secured under the Green bill, and one other is a $30,000 SERA project.

August issue will be devoted to source material on California's Admission Day and Historical Beginnings of San Francisco.

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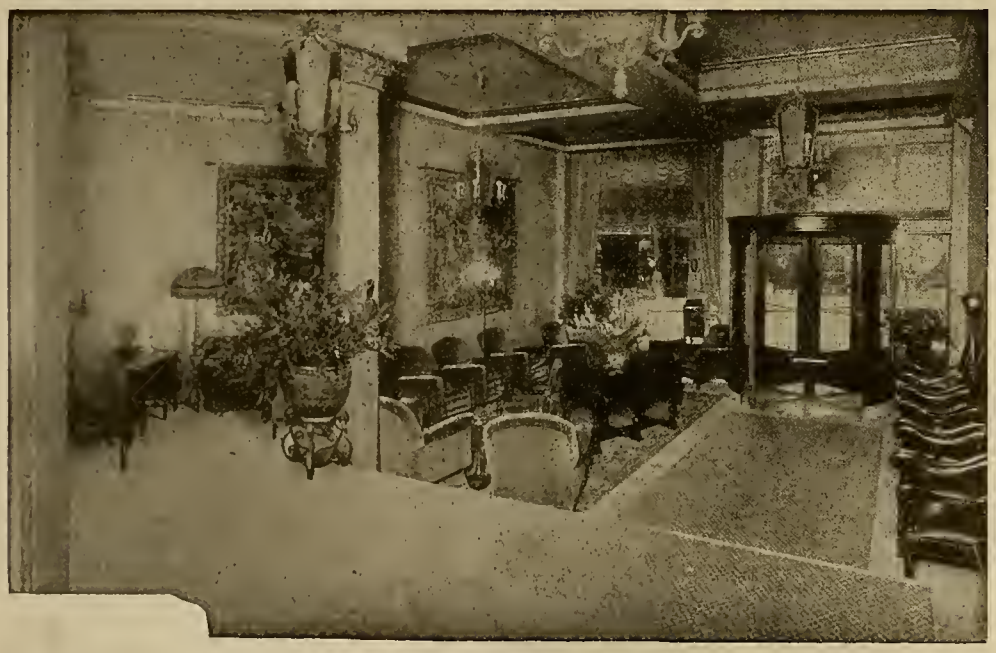

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VOL. XLI, No. 7 | SAN FRANCISCO, JULY, 1935 | PRICE 15 CENTS

DOCTOR HARDY RETIRES

ON SEPTEMBER 1, 1935, after twenty-five years of distinguished service, Doctor Edward L. Hardy retires from the presidency of the San Diego State Teachers' College, San Diego, Cal. He has been a trail-blazer in teacher-training programs in California. He rendered outstanding leadership several years ago in bringing the two-year state normal schools to the status of four-year state teachers' colleges. More recently he has contributed much to the extension of the scope and function of the seven California state teachers' colleges which becomes legally effective in September, 1935, when these institutions will operate under the title of state colleges, with broadened liberal arts offerings, but with teacher training as their major function.

NEW CHIEF OF SECONDARY EDUCATION

DOCTOR AUBREY A. DOUGLASS, head of the department of education, Claremont Colleges, Claremont, Cal., will become chief of the Division of Secondary Education of the California State Department of Education on September 1, 1935, succeeding Walter R. Hepner, who has been elected to the presidency of the San Diego State Teachers' College, San Diego, Cal. Doctor Douglass is author of widely used textbooks in education. For many years he has been actively associated in secondary school curriculum revision activities. He has served continuously on two of the major committees of the California State Department of Education that are concerned with the current secondary school curriculum reorganization program.

PRESIDENT TEACHERS' COLLEGE, SAN DIEGO

ON SEPTEMBER 1, 1935, Walter R. Hepner, chief of the Division of Secondary Education of the California State Department of Education, will become the president of the San Diego State Teachers' College of San Diego, Cal., succeeding Dr. Edward L. Hardy, who is retiring from active service. During the past two years Mr. Hepner has been directing a comprehensive program of secondary school curriculum reorganization. Immediately prior to his assumption of duties in the California State Department of Education he served as city superintendent of schools in San Diego for six years. His experience record includes high-school administration and classroom teaching, an assistant superintendency, two city superintendencies, and teacher-college and university extension and summer session instruction.

PRESIDENT HOPKINS HONORS DOCTOR RUGG

IN CONFERRING the honary degree of Doctor of Pedagogy upon Doctor Rugg, President Hopkins of Dartmouth College said:

"Graduate of Dartmouth College and of the Thayer School, engineer, scholar, teacher, and author; skilled in the utilization of the scientific method of investigation, broad in interest, original in thought, and lucid in exposition; by emphasizing the unity of knowledge and by redistribution of emphasis from isolated events to evolving cultures, you have more definitely related the studies of the classroom to the realities of American life than had hitherto been attempted. Master of the technique of assembling a mass of detail into a homogeneous and enlightening whole, you have established yourself as an authority on educational method in service of city school systems and in the work of educational commissions in territorial areas as far apart as Puerto Rico and the Philippines. In the breadth of your thinking, in the depth of your insight, and in the forthrightness of your utterances, you have aroused the disapprobation of intolerant minds and you have incurred the hostility of advocates of special privilege, but always you have held to the principles of honest inquiry and always have sought the conclusions of scholarly endeavor. Today Dartmouth delights in you as one of her own, and confers upon you the honorary degree of Doctor of Pedagogy."

MISS ETHEL CARROLL, Oxnard public librarian, distributed around six hundred library diplomas to children readers of the public library during the last few days of the school term. Miss Carroll also was honored by being appointed parliamentarian at the recent meeting in San Francisco of the California Federation of Business and Professional Women's Clubs.

The Western Journal of Education

HARR WAGNER, EDITOR

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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PUBLISHED MONTHLY. Subscription, $1.50 per year; single copies, 15 cents. Address all Communications to THE WESTERN JOURNAL OF EDUCATION, 609 Mission Street, San Francisco, Cal.

Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

WESTERN SCHOOL NEWS

E. E. BROWNELL, formerly principal of the Gilroy High School, passed away on June 27, 1935. He served the city of Gilroy as the head of its schools, as president of the Rotary Club, as ruler of the Elks, and as a prominent member of the Masonic order. He had a pleasing personality and left a definite impression of good citizenship on the people he served.

THE MARIN JUNIOR COLLEGE, under President A. C. Olney, has issued a most attractive catalog. It is the last word in artistic printing and illustration.

THE UNITED STATES CIVIL SERVICE desires a senior technical editor, $4600 per year; a technical editor, $3600; and associate technical editor, $3200, all in the Forestry Service. Applicants must apply before July 15, 1935.

THE DENVER MEETING, June 29 to July 4, of the N. E. A. was a great success both in numbers and interest. The "California Breakfast" was attended by 257 people. In addition to that number, fifty had to be turned away for lack of space. The lady in charge was Helen Holt of Alameda, chairman of the Classroom Teachers' Division of the California Teachers' Association. Over 300 Californians registered at the convention headquarters. Frank A. Henderson, Superintendent of Schools of Santa Ana, was elected N. E. A. director for California.

Mrs. Eugenia West Jones was reëlected as president of the National Kindergarten–Primary Department. Mrs. Jones is a kindergarten teacher in Los Angeles and has been a director on the C. T. A. board. She is so popular that to reëlect her the by-laws were amended. California's popular Superintendent of Public Instruction, Vierling Kersey, was elected vice president of the N. E. A.

THE SUMMER schools of the various state colleges and universities of the Pacific Coast have been well attended. The steamers, trains, busses, and airplanes have also been well patronized by teachers who are spending their vacation in travel to various countries, including the slogan "See American First."

FRED M. HUNTER, formerly Superintendent of Oakland schools and president of the Denver University, has been appointed Chancellor of the University of Oregon.

HERBERT F. CLARK, the well-known educator of Los Angeles, a publicist of note, has registered at Columbia University, and is taking a course leading to a doctorate degree.

CHARLES DAVID JONES, district superintendent of Hermosa Beach, has accepted the superintendency of Baldwin Park. J. Hampton Watts, formerly of Baldwin Park, has been elected to succeed Superintendent Jones at Hermosa Beach.

WILL FRENCH, City Superintendent of Tulsa, Okla., has been elected to succeed H. S. Upjohn as Superintendent of Long Beach.

CONFERENCE ON EDUCATIONAL PROBELMS

AS A SERVICE to county superintendents, rural supervisors, and other school officials who find it impossible to spare the time necessary for attendance at a full summer session, a week of conference on present problems in education has been planned. This conference will be held at Mount Shasta from July 15 to 19, inclusive. Special speakers and conference leaders who will be present are: Walter D. Cocking, Ph. D., Commissioner of Education of Tennessee; Aymer Jay Hamilton, Ed. D., president Chico State Teachers' College; Leo B. Baisden, M. A., assistant superintendent for kindergarten, elemenary and special schools, Sacramento, Cal.

A program has been planned which will include the following items for consideration: "Current Problems in Financing Public Education," "New Curriculum Developments," "Problems in Teacher Preparation and Supervision of Instruction," "New Emphases in Education," "Education as a Social Institution," "Administration Problems in California."

The conference sessions will be held during the morning hours and a program of recreation will be provided for the afternoons and evenings. Special rates will be offered those attending the conference for living accommodations and board at the cafeteria.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

The Elementary School Library—A Frill or a Fundamental

[Address delivered before the section for library work with boys and girls in and out of school at the California Library Association convention, Sacramento, June 8, 1935, by Leo B. Baisden, assistant superintendent for elementary and special schools of Sacramento.]

James Harvey Robinson, in "Mind in the Making," said that monkeys learn only by monkeying, but human beings can learn by apeing. There is something more than a smart quip in the idea suggested. Back of it lies the whole philosophy and significance of the book and of the library. Man does have fortunately the capacity of acquiring experience vicariously. He is not limited in his outlook upon life to his own meager experience. He may capitalize for his own use the experience of others. Hence the printed page—the book—becomes a momentous instrumentality in human life. It becomes the medium through which mankind may preserve and come to possess the ideas, ideals, and experiences of all men everywhere. It becomes the vehicle by which human experience is transmitted from man to man, from nation to nation, from generation to generation. In the long struggle of human beings upward, the evolution of society and the book are inseparably linked and the library preserves in a measure the immortality of every great person, of every great event, of every great idea.

The university library and the public library are too old and too well established as social institutions to need justification in any civilized country. The school library, especially in the elementary field, is so new as to need and deserve a good deal of justification even in America. Since the high school and the junior high school have evolved in a large measure from the background of the college and the academy, the library—especially the library for reference use—has long been an established phase of high school and junior high school equipment. On the contrary, the elementary school has developed from an entirely different historical background as a subject-centered school based on the teaching of fixed subject-matter from single textbooks. The library, therefore, has had very little place in elementary education until very recently. Even in California, which is one of the most advanced states in the Union educationally, there are probably fifty elementary schools without any library, except perhaps classroom collections, to every school with a library. Despite the splendid legal provisions made in California for county libraries to serve rural areas, twelve of the fifty-eight counties have never taken advantage of the opportunity.

In considering the question of whether the school library is to be regarded as a frill or fundamental, let us direct our thinking to a number of pertinent considerations. One cannot think of this topic apart from the tremendous revolution that has gone on in the field of education during the past fifteen or twenty years. It has been over twenty-five years since John Dewey began his attack on the idea that education is merely a *preparation for life* with the insistence that education *is life*. Children exist and have their beings in a great moving, booming world which is as full of interest and meaning to them as the grownup world is to adults. Their interests must be nurtured day by day and not set aside and postponed until they become adults. They grow like trees, putting on growth rings, so to speak, day by day and year by year from infancy to adulthood. They don't just exist in a hazy world of childhood and suddenly burst forth into manhood and womanhood, and into an adult world which is entirely different from the world they have known. They walk into manhood and womanhood carrying with them twenty-odd years of experience which began at the cradle. They have a life to live every day. Their adult lives become merely the fruition and sum total of all of the experiences they have gone through from childhood on up.

This view of education and child development has a tremendous bearing on the place of the school library in the educational scheme. Under the old philosophy, the purpose of the school was merely to cram into a child's head certain fixed subject-matter, and the school library might well have been regarded as a frill, and in fact it might even have been regarded as an impediment because of its interference with the process of "learning things from the textbooks." If the new philosophy is sound, the child's interests lead out into a manifold world which he is experiencing every day, and the book becomes for him, as it does for his mother and father, the means by which he acquires knowledge, understanding, and experience from the world at large.

Another great development in educational thinking which has a bearing on the value to be placed on the school library has been the reorganization of the curriculum. The traditional curriculum in both the elementary and the secondary school was essentially a textbook-centered curriculum. The job of the teacher was to "get them through the textbooks." Even today there is no other course of study in many schools than the textbook itself. In the past ten years there has been a profound change in this respect. There has been a gradual abandonment of the idea of depending on a single textbook in any subject. Knowledge for children has escaped from the narrow confines of the cardboard covers of the fifth-grade geography or the eighth-grade history. The library and reference type of teaching is gradually but certainly replacing the old textbook assignment and recitation.

One of the most important contributions of education to children should be the development of the habit of going to many sources for information and the learning to sift and evaluate information from various sources. In the more progressive schools the textbook has become secondary. Learning is organized about significant units or problems, and children go to varied sources for their materials. It is only in this way that they may come to understand, for example, that no one history books contains all of the history; that each book is only one author's point of view; that it is necessary in life to get a full understanding of an entire problem and bring into the picture all of the information that is to be had. This changed point of view has affected greatly the teaching in a basic subject like reading. While the average school reader may be all right to use in teaching some of the techniques of reading, it is about as poor a diet as could be provided for really developing reading interests and abilities. It is ordinarily a hodgepodge of poetry, stories, biography, incidents, brief selections from so-called "classics," etc. It has no continuity of interest or purpose. It would require a prophet to pick up the ordinary fourth-grade reader, for example, and predict on any reasonable basis what reading skills the pupil should acquire as a result of reading the book. In the traditional school the teacher devoted practically all of her energies in the reading period to the mere mechanics of teaching the child *how to read*. It made no difference whether the children ever had anything worth while to read about. Her job was to "learn them to read." The new educational viewpoint assumes that even more important than the mastery of the mere mechanics of reading is the development of the habit of reading and the art of reading, and a taste for reading as a life activity. The teacher can teach the child how to read reading, but he must learn to read for himself. Both teacher and children must look to the school library as a source for new, vivid, and interesting materials to strengthen the reading program.

Equally far-reaching in its effect on the place of the library in the public school has been the change in the technique of the school recitation. The prevailing type of recitation in the traditional school has been the old "regurgitation" process. Children were given an assignment from the textbook and were supposed to go home or some place and "learn" the facts. Then they came back to the classroom to regurgitate the ideas. The more accurate they were in giving them back exactly as they were in the book, the better the grade they received. Today, in both the elementary school and the high school, the social type of recitation is rapidly taking the place of the old memoriter recitation. The social recitation places a premium on bringing into the classroom all of the facts bearing on any problem, from all of the sources from which they may be garnered—the experience of the children themselves, the experiences of their friends, what they have heard over the radio, and above all the vast field of information which is to be had from what they have read. With this type of teaching the library becomes the fundamental factor in teaching children to think. No matter what the field involved, children may learn only by actually experiencing, by talking with those who have experienced, or by the use of the library. It is obvious beyond comment that it is to the library that children must look as the source for most of their information.

Another factor which has a significant bearing on the estimate we place on the library is the new and growing fact of leisure in the lives of people. Sociologists and economists assure us that, far from expecting less leisure in the future, the productivity of our scientific age is such that all civilized human beings face inevitably the fact of an increasing increment of time to be devoted to leisure pursuits. The working day, the working week, the working year, will be shorter. The margin of free time will be greater. Each indiviual will have the opportunity and the need to fill that free time with worthwhile activity. As educators, we believe today that no greater boon can be conferred on the coming generation than the habit of wide and active use of books as one of the greatest

avenues for the utilization of leisure time for both children and adults.

As adults it would help us to appreciate what the library may mean in the lives of children, if we could realize how amazingly rich and interesting life has become for us as adults. Unemployment and a new economy of leisure have not been the only products of our scientific and mechanical age. The frontiers of human knowledge and understanding are being pushed forward at a dizzy rate. If a human being is to enter into the richness of life as it might be, he cannot be blind to the tremendous movement of knowledge in all fields—the radio, the press, politics, government, science, art, music, sports. The radio brings to our ears hourly the throbbing life of a living world. We are shortsighted indeed if we believe that it brings it to us only as adults. It brings it equally to children. It makes the world small. It makes art, drama, literature, music, politics, not indefinite and distant things, but something vivid and immediate. If we realize the significance of these great developments on our adult lives, we must realize that he who would embrace the richness of human possiblities today must begin in childhood, must study much, must read incessantly. Even then he can hope to explore only the smallest niches of human knowledge and understanding. Here again it is to the library that children must look as the great outlet for their intellectual interests.

There exists today a marvelous field of children's books — story, poetry, biography, travel. The big problem is to find ways of getting the children and the books together. No ordinary family can hope to afford even a small portion of the books which their children need and could read with profit and enjoyment. Unless they can be made readily available to children through the public library and through the school libraries these gorgeous books would as well be carved in wood, embossed in gold and preserved on the shelf of some museum. The important thing is for the public libraries and the school libraries to know that each has a function to fulfill; that their functions are not antagonistic; that each can be a great source of strength to the other; that, even with the highest degree of coöperation, so great is the need that we are not likely to be able to meet it completely. We face always the problems of inadequate budgets, of limited staffs, of children who live too far from the library or its branches to have ready access to the books. So far as the school library is concerned, I believe it must meet the imperative demands for two types of books. One is the demand for the supplementary and reference type of book related specifically to the course of study. The other is the demand for children's literature for so-called free reading or pleasure reading. I do not find myself in agreement with those who think that where funds are limited we should meet the need for supplmentary and reference books first. I believe one need is as vital as the other. If a school has only ten dollars to spend, I believe that half of it should be spent in the purchase of literary materials.

In the discussion of the topic thus far it may appear that what has been said has to do with the library in general and not just the school library. The same facts, however, which make public library service essential for both children and adults, are at the basis of the problem of school libraries. Children need books. They need them constantly. They need them in almost infinite variety. Some of these books can be best supplied through the public library. Others can be effectively used only when they are immediately available in the classroom or through the school library. To the child in the rural area and the outlying city district, the school library becomes inevitably the source of most of his reading. To the child living near a public library, the children's department becomes the main source of reading interest.

Is the school library a frill or a fundamental? It reminds one of the question propounded to one of the old philosophers when he was asked "Is life worth the living?" He replied "It depends on the liver." That would be about the answer to the question on school libraries. It is difficult to vision a thoroughly modern elementary school without an adequate library. The entire curriculum depends on it; the social type of teaching requires it; the attempt to nurture the innate interests and abilities of children demands it. To the old routine type school the library, of course, has no such significance. A visit to various school systems will provide some concrete answers to the question. If you step into a school and find no library whatever, the answer is plain that for that school a library clearly is not a fundamental. If there is a library, but the book collection is made up of discarded texts and supplementary books, old readers, and cast-off family heirlooms, again the answer must be that in this school the library is not a fundamental. If you find a library, but the book collection bears little living relationship to the curriculum and to the classroom activities, again the answer must be not a fundamental. If a good library has been established with an adequate book collection, but children are permitted to come to the library only once or twice a week to take books away to be devoured elsewhere, the library at best is only a sort of Mother Hubbard's cupboard, and many of its richest possibilities as a library are lost. If, on the other hand, you go into a school and find the reverse of these things—an adequate book collection, books clearly related to child interest and to the curriculum, books in constant use in the library and circulating through the library into the classrooms, children using the library in all of its aspects exactly as they will do in adult life—then you will know that you have found a school in which the library is a fundamental.

The trend toward the development of adequate library service as a phase of elementary education is very definite, not only in California, but throughout the United States. However, there is still abundant evidence that superintendents and principals are too complacent. They are too easily satisfied. They are too prone to get a collection of fifty or sixty books together and announce to the world—"Yes, of course, we have libraries in our schools!" The need in the elementary school is for a real library in every school with an adequate and modern book collection and staffed with competent personnel.

An address on the topic of the school library in California would be inadequate if it failed to give recognition to the magnificent work that the State Department of Education and the State Library are doing in furthering the school library movement in California. I believe it is without a parallel in any other state in the Union. As an educator it is a pleasure to acknowledge the leadership of Miss Gillis, Mr. Kersey, Miss Heffernan, Miss Hitt, Mrs. Henshall, and those who are working under their direction in developing the school library in California as a vital factor in our educational program.

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BOOK REVIEWS

Boats, Airplanes, and Kites, Details of Construction for Boys, by Armand J. LaBerge. Published by Manual Arts Press, Peoria, Ill. 132 pages, 7½x10. Price, $2. Illustrated.

This is a practical book of instruction for boys and is also intended for the manual-arts instructor who includes model boats, model airplanes, and kites as a part of his school program.

Model Boats for Boys, by Claude William Horst, published by Manual Arts Press, Peoria, Ill. 47 pages, 8x11. Price, 90 cents. Illustrated.

This book is primarily intended for school manual-arts shops, but the directions are sufficiently simple to be of value to any ambitious boy in his home workshop.

The Rise of Modern Physics, by Henry Crew, Professor Emeritus of Physics, Northwestern University. Published by Williams & Wilkins Co., Baltimore. 437 pages, 7½x5. Price, $4.

The plan of this book is simple. It is intended for readers who have had little previous knowledge of the subject, but who would be glad of an informal introduction to the science of physics. The first edition of this book was published in 1928. The 1935 edition has been corrected as to minor errors and contains three additional chapters.

The Nature Hour—Fifth year, "Spring"; fifth year, "Autumn and Winter"; sixth year, "Spring"; sixth year, "Autumn and Winter." By Nicol, Levenson, and Kahn. Published by Silver, Burdett & Co.

All books are illustrated. First two titles contain approximately 117 pages each. Latter two books contain approximately 134 pages each. 5½x7½. Fifth year books are 76 cents each. Sixth year books are 80 cents each. The material in this series is very interesting, and the organization and presentation is excellent.

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How to Read Aloud. By H. H. Fuller and A. T. Weaver. Published by Silver, Burdett & Co. Price, $1.00.

The subject of reading aloud has been more or less a controversial one. There are those who feel that reading aloud is neither necessary nor advantageous—that it slows up our speed and does not aid comprehension on the part of the reader or listener.

Many confess to downright irritation if forced to listen to someone read aloud. This reaction is, no doubt, due to the fact that these listeners have had to listen to those who were, despite a fairly good education, sadly incapable of reading aloud intelligibly, with a clean-cut articulation or with any degree of expression.

In this day and age, when people seek diversion and entertainment away from the home, this worthwhile talent that can contribute so much information and pleasure to the family circle, has been entirely neglected.

This very splendid book is timely and necessary. It's size is commendable, it's presentation is interesting, and the technique is most practical, affording the teacher and student a compact, clean-cut, definite method of application.

It is a book that should be brought to the notice of everyone, irrespective of calling or ability. It will undoubtedly arouse the interest in and appreciation of that side of literature so neglected—the ability or inclination to read aloud the classics. This book is a "voice crying in the wilderness" and will prove a boon to all who are interested in literature in any of its forms and to the added enjoyment of knowing "How to Read Aloud."

Literature and the Child, by Blanche E. Weekes, Ph.D. Published by Silver, Burdett & Co., Newark, N. J. 456 pages. Price, $2.16.

This book is prepared for those who may be called upon to guide the reading of children primarily of elementary school age. The problems chosen for discussion represent the interests of students, teachers, supervisors, and parents who have come under the author's guidance. Some of the most helpful chapters are: "Nature and Purpose of Literature for Children," "Factors of Selection," "Child's First Literature," "Poetry in the Elementary School," "Prose in the Elementary School," and "Creative Self-Expression." The problem of fairy tales is handled in an excellent manner. There is a really outstanding section on "Books for Children," giving title, author, publisher, type of book, and age group. This book will be of definite value to the classroom teacher, the supervisor of English, the principal, the student-teacher, and the parent.

Effective Communication, by Lyman, Johnson, and McGregor. Published by Ginn & Co. 429 pages, illustrated. Price, 96 cents.

This is the second volume in a three-book language course for grades 7, 8 and 9. Grammar, oral composition, written composition, and reading are all distributed by units. The book contains many illustrative examples, exercises, activities, drills, and tests.

Fifty Years—1884 to 1934. A. B. Dick Company.

This book is a sample of the really beautiful work done by the Lakeside Press, R. R. Donnelley & Sons Company, Chicago, Ill. Book was written by Glen Buck, with drawings by Rockwell Kent, and photographs by Torkel Korling.

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Oral Language Practice Book, by Mabel Vinson Cage. For fifth and sixth grades. A basic language book. Ready July 1.

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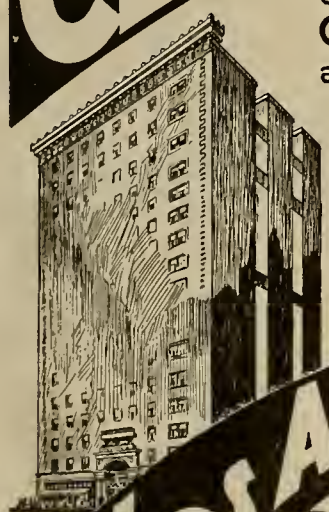

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THE WESTERN JOURNAL of EDUCATION

SUMMER OBSERVATIONS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

By VIERLING KERSEY

I WONDER how many teachers, principals, and school superintendents in the State of California have asked of them the same question which is so frequently asked of me—that is, "Don't you have an easy time now that the schools are closed?" "Aren't you glad that summer has come, so that you don't have to work?" I try to retain good nature when this question is asked, for it represents a common misconception concerning all of us who work for the schools, including those who sell books and those who try to sell books and school supplies.

County superintendents have their busiest days during the summer. The members of their staff and their associates have no busier time in the year than that which follows the close of a regular school term. The State Department of Education has most of its work to do, and very frequently the Division of Research and Statistics is required to work all night in order to complete apportionment estimates of school funds. More than thirty thousand teachers go to summer school every summer in the State of California, attending for periods as brief as three weeks or as long as ten weeks activities in the great variety of opportunity which is afforded by the unusual sessions made available for educators in the host of summer-session activities in our state. In fact, over a period of five years it is estimated that three out of five teachers in the State of California had been to summer session at least two sessions. When I list the compliments which I can pay to this magnificent staff of teachers in the State of California, as I speak so highly of them within and without the state, I always commend the progressive, devoted professional interest and enthusiasm that engages them and that brings them back over and over again to study new ways of serving better the children of the schools of our state.

So when I talk to you about my observations, the first and the most significant one is that which concerns our teachers as they improve themselves for better service to children.

Another observation that always interests me in the summer time is the constructive manner in which our boys and girls spend their summer months in California. From the best information that we can have supplied to us, we find that constructive work activity engages 60 per cent of the boys and girls of junior high school, senior high school, and junior college standing in the public schools of California. Of the 40 per cent who do not find opportunity to express themselves in earning relationships, all but 5 per cent go to the mountains, take a vacation trip, engage in constructive study, take special lessons in swimming, music, dancing, and other phases of physical expression, and business college. The 5 per cent includes those who need rest, and who, under the present order of things, find themselves engaged to their best advantage simply doing nothing. Whether or not they choose wisely as they do nothing is another question, but at any rate that is what happens.

The summer of 1935 has been unusually rich in various educational conferences which represent some of the best services which have been made available for teachers, particularly because the conference procedure gives the teacher a chance to participate, contributing from her experience and asking questions which will contribute to her improved experience in the future.

It has been most interesting to note also this summer the constructive physical activities of a play nature which have engaged so many of our people in the State of California. Night baseball leagues are in process up and down the State of California. A most conservative estimate indicates that more than fifty thousand people each summer evening, distributed all over the state, attend and participate in some of these night baseball leagues.

There has been a great return to the woods, to the mountains, and to the resorts this year. The beaches have claimed an unusually large proportion of our population. Certainly no one can be pessimistic about the future of our society when he observes the carefree manner in which adults and children participate in good, wholesome play. How necessary it is that we all know what play is and how to participate in it. If our recreational activities are becoming more and more constructive, and if more and more people are participating in them, then it really is true that the physical education, recreation, health, and athletic programs in our schools and in our adult classes are really netting results.

Travel in all of its many forms has satisfied the yearning of our people to be mobile. The most significant thing that I note about travel is what was expressed to me by a little youngster who was in the sixth grade of one of our schools, and who said that on a brief ten-day camping trip which their family of four children, father, mother, and grandmother took in an automobile and trailer he saw more of his father than he had seen during the entire preceding year. If all of this travel activity that engages our people brings children closer to their parents, parents closer to their children, and restores unity, coöperation, and household happiness to families, we can hardly afford not to encourage it in every way.

The great system of state parks, coupled with our magnificent highways, the fine attitude of those who attend our parks and all of the servants of the state who meet the public in their summer jauntings, is certainly to be commended. California has always been glorious. I believe the summer activity of our people is adding one more glory to what is this magnificent commonwealth.

Restored energy, new points of view, improved method, normal nerves, rehabilitated digestion, confidence in our fellow man—all come back to school, to faculty, to office, to business, to shop, and to home out of the constructive summer time which now engages us.

I hope the summer is bounteous to you.

See Page 3 for Historical Beginnings of San Francisco

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THE WESTERN JOURNAL OF EDUCATION

Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLI, NO. 8 | SAN FRANCISCO, AUGUST, 1935 | PRICE 15 CENTS

HISTORICAL BEGINNINGS OF SAN FRANCISCO

BY HELEN BARKLEY

Before Advent of White Men in San Francisco

IT IS IMPOSSIBLE to trace the beginnings of San Francisco without mentioning something of its early history prior to the actual founding of the City of Today. Before 1769, all that scientific record leaves us is that Indians lived on and around the present site. They evidently lived on a low scale of civilization, as the few remains of bones, pottery, bows and arrows would indicate. The country was wild and barren, broken here and there by sand dunes and steep hills. The native trees were mostly mesquite, willow, and a kind of wild plum. There were thickets of chaparral; many species of cactus, several kinds of esculent roots. The principal one was called "gicamas." The Indians used a few seeds that looked like beans and canary seeds. They gathered several varieties of wild fruits. The roots, seeds, and fruits, besides the fish, formed their chief articles of diet. There were many kinds of fish, from whales to sardines, also great numbers of sealions and seals. Wild goats and sheep roamed the hills, as well as deer and foxes, but the rabbits and grasshoppers were easier to catch. The California Indian did not exert himself to go after big game. Birds were rather scarce, but the vultures, crows, quails, and pelicans, with other sea birds, were found. The natives lived in huts made of leaves and skins; they usually slept on the ground. The men went practically naked; the women wore short skirts of grass and deer skins. They were physically an ugly and rather under-sized race of people with brown complexions and coarse black hair. They were a stupid people, without organization or a purpose in life excepting to eat and sleep. Such was the picture in 1769 when Portola discovered the present port and bay of San Francisco, formally taking possession in the name of the King of Spain.

The First White People in San Francisco

Spain had recently placed Gaspar de Portola as Governor of California to take charge of all military operations. Father Junipero Serra, of the Order of St. Francis, had been appointed president of the missions, and his business was to convert as many Indians as possible into the Christian faith of the Catholic Church. When Portola made known his discovery to Father Serra, the latter was overjoyed. For some time he had been desiring to find the proper location for a new mission to be dedicated to the patron saint of his order. However, it was six years before the necessaries were procured and the settlement founded. Meantime, under orders of Bucareli, Viceroy of Mexico, Juan Bautista de Anza, with a small company of soldiers, started out in March, 1775, to select proper sites for a mission and presidio. With skill and promptness, Anza accomplished his commission, returning on the 8th of April, but because of some disputes and ill-humor between himself and the Commandante, Rivera y Moncada of Monterey, he proceeded back to Mexico, leaving Lieutenant Moraga to take his place. Thus it came about that a land expedition, commanded by Lieutenant Jose Joaquin Moraga, with Father Francisco Palou and Father Pedro Benito Cambon, a sergeant, two corporals, sixteen soldiers, and seven settlers, together with supplies, also sheep, cattle, and horses, left Monterey on the afternoon of June 17, 1776, for San Francisco, arriving on June 27. They pitched camp very close to the spot upon which the Mission Dolores was built. The *San Carlos*, under Captain Juan de Ayala, sailed from Monterey about the same time, but, owing to violent storms, did not arrive before the 18th of August. This was her second voyage into the Bay of San Francisco, but she was the first ship definitely recorded to have passed through the Golden Gate.

Founding of the Presidio

Meanwhile, awaiting the arrival of the San Carlos, Lieutenant Moraga and his men had started cutting timber for the buildings in the Presidio. The site that had been selected was on the south side of the Golden Gate, in order to command a good view of its entrance, and not far from where the Fort or Castillo was afterwards erected. The Presidio, following a general plan the same as the missions, was built in the form of a square, 300 feet on each side, surrounded by an adobe wall, 12 feet high. Within the enclosure were the Commandante's house, the soldiers' barracks, a church, and storehouses. It was completed September 17, 1776, with a formal celebration. Its purpose was to give military protection to the Mission Fathers and assist in the Spanish conquest of the country.

The Founding of the Mission

As soon as the Presidio was well under construction, some of the soldiers started erecting the Mission, about four miles distant from the Presidio. The Mission and buildings for the Fathers were built of palisades of wood plastered with mud and thatched with tules. Around the buildings, in the form of a square, were grouped the native huts, formed by a few poles bent together in the center, and covered with reeds and grass. A rather high adobe wall encircled the whole.

On account of certain formalities, the actual dedication was delayed, although both the Presidio and Mission were completed about the same time. It was not until October 9 that

the formal celebration took place. Flags and bunting had been brought from the *San Carlos*. An image of Saint Francis was hung above the altar. The soldiers from the Presidio saluted with guns. A big banquet was held and everyone rejoiced. The missionaries, however, missed the presence of the Indians. It was too bad they could not witness this impressive occasion, as the sole purpose of the Fathers' sojourn was to convert natives. But the natives had fled for their lives just a few weeks prior to the founding of the Mission. A tribe to the south, called Salsonas, had attacked the local tribes, some of whom were known as the Ahwashtes, the Altahmos, the Rowanans, and the Tulomos. The Salsonas had burned the latter's rancherias and slaughtered every native they could find. It was not until the following summer before many of the original inhabitants returned. Such were the circumstances under which the Mission San Francisco de Asis was established. The Mission later became known almost entirely as the Mission Dolores, from a creek and spring close by, which Anza's party had found and named on the last Friday in Lent, while selecting the mission site.

Military Conditions Under Spanish Rule

When Felipe de Neve became third Governor of California, and took up his residence and duties at Monterey, the newly appointed capital, in February, 1777, he at once communicated with Father Junipera Serra, president of the Franciscan Missions. Bucareli, Viceroy of Mexico, had talked intimately with both these men. Father Serra in a previous audience with the Viceroy, had requested, among other petitions, that the civil and military power in Alta California be subjected to ecclesiastical authority. Bucareli had agreed. Therefore, Neve had been advised to avoid all disputes and difficulties between the Presidio and Mission. So long as he was Governor, until 1782, there was more or less amicable feeling between the two powers, but Neve never felt the same sympathy and loyalty with the Church that his successor, Arrillaga, entertained. One of Neve's first acts as Governor was the writing of a remarkable legislative document, clearly defining, among many things, the government of the presidios.

The soldiers at San Francisco Presidio, like those at the other presidios in California, were mostly inexperienced and did not belong to the regular troops. They were equipped with a musket and a sword, with a shield and coat of mail, made of leather. They were each required to keep a certain number of horses or mules, and had to look after them, as well as those of the missionaries. They had to act as bodyguard to the Mission Fathers, and were expected to carry out the orders of the Church to the letter. They kept a constant eye on the Indians and inflicted punishment when directed by the Fathers. However, many times the soldiers were more unruly and unreliable than the natives, and gave the Mission more trouble.

In 1792 San Francisco Presidio consisted of the Commandante's adobe house and six others, a small chapel, and a few storehouses. There was only one small cannon. Jose de Arrillaga, who was Governor, determined to improve the defenses by fortifying the entrance to the bay. Accordingly, on August 5, 1793, he set up a fort, "El Castillo," on the northern extremity of the peninsula. The fort was a mile from the Presidio and considered too far away by Diego de Borica, who succeeded Arrillaga as Governor. But time was needed to build a new one. At this moment Spain was at war with France, so that nothing could be done but repair the powder magazine and improve the sentry boxes. There were thirteen cannon in all, but some of them very small, one really useless; the rest so badly mounted they afforded no protection. Borica, realizing the importance of San Francisco harbor, petitioned Branciforte, then Viceroy, to send him some able reinforcements. Among them was Lieutenant-Colonel Pedro de Albina, who, with twenty-five Catalonian volunteers and a few artillerymen, was ordered to go to San Francisco Presidio. A little later, Borica, desiring to protect the harbor still further, built a battery at a suitable spot along the shore. The spot selected was in a small cove, called Yerba Buena.

In January, 1800, Borica's health failed, and he appointed Arrillaga to act as his successor until a new Governor could be sent. Jose de Arrillaga again was Governor, but this time only Governor of Alta California, as the military and political divisions were as separate as the ecclesiastical had become in May, 1773.

Arrillaga's first concern was to inspect the presidios and military defenses. He found them in a deplorable condition. At San Francisco Presidio there were thirty-eight soldiers regularly attached. A strong hurricane had recently blown down some of the fortification at El Castillo (Fort Point). The batteries at this point and Yerba Buena were too weak to defend the port. Arrillaga made several attempts to strengthen his military defenses, but was unsuccessful.

After the death of Arrillaga, Pablo Vincente de Sola became tenth and last Spanish Governor of California. The seeds of revolution had long been stirring in Mexico. Its influence was felt and noticed in both Presidio and Mission. Many of the officials had been born in Spain. The Commandante-General had always been appointed by the crown. He was paid out of the royal treasury. The soldiers' remuneration came from the same source, but in goods rather than cash. The goods were received and distributed by an agent with great exactitude, who rendered back to Mexico a sworn statement as to their disposition. The feeling in general, therefore, among missions and garrisons was against the revolution. Nevertheless, the moment Pablo de Sola was informed the Spanish cause was lost, he was of sufficient intelligence to appreciate the situation and accept matters as they were. He ordered a council of his officers in March, 1822, and all took the oath of allegiance to the new Republic of Mexico.

Mission Dolores and Indians Under Spanish Rule

As previously mentioned, Fathers Palou and Cambon had been assigned to St. Francis Mission. They were both anxious to commence their labor of love, but the Indians, as already explained, did not appear for several months after the dedication of the Mission. It was not until October, 1777, that Father Serra came to perform his ceremonies of confirmation. There were seventeen native converts present. Curiosity as to the church ceremonies and the inducement of food, no doubt, contributed to their conversion. Perhaps the daily organized tasks gave them some pleasure, much as the satisfaction derived by an animal in performing tricks. Every morning at sunrise they went to church. After mass came the morning meal. Then some kind of work followed. They were taught how to till the soil, plant seed, cultivate fields, arrange farm produce, tend cattle and sheep, build houses, weave and cook; in other words, to work for their food. The food they ate was called "Atole" and "Pozzoli," made from barley flour, peas, beans, and maize. "Pozzoli" they ate for dinner, around 11 o'clock, after which they would work until 2 in the afternoon, when prayers and exercises in religious training were said. At sunset work was over. The bells of the mission rang for evening mass and supper. After supper they played games or went to school until bedtime.

Thus the aborigines were trained by the Mission Fathers and called "neophytes." They continued steadily increasing at every one of the missions established by the pious friars.

At Mission Dolores in 1790 there were 551 baptisms, 205 deaths, and a population reported of 438 neophytes. Three years later, when George Vancouver sailed into San Francisco Bay on his ship *Discovery*, he visited both the Presidio and Mission, commenting especially favorably upon the Indian conditions at the Dolores Mission. He also spoke about the kind reception accorded him—a matter not extended him upon his second visit.

In 1795 the neophytes made tiles for the Mission San Francisco de Asis. About this time the first pottery was established. The Spanish government sent over some skilled laborers, and under the guidance of the Fathers the Indians were taught stone masonry, carpentry, tanning, weaving, and many other useful occupations.

Many times during the years of the Mission's growth, up-

risings had occurred among the Gentiles against the neophytes; between the neophytes and the Fathers. The neophytes had often ran away, for which they had been severely punished. But, on the whole, especially during the days that California belonged to Spain, the Indians were treated humanely and justly by the padres, who had devoted their lives to the doctrines of their church and the salvation of the Indian's soul.

Mission Conditions Under Mexican Rule

By the time that Mexico was proclaimed a republic (1824), an investigation had commenced in the Mexican Congress concerning the properties of the California missions, their purpose, and upkeep, as well as the cost of maintaining the presidios. The Church Fathers owned most of the land around the missions, yet were exempt from taxes, so the new officials decided it was time they should help support the new government. The presidios had been established to protect the missions; the latter were now expected to assist in the cost of maintaining the former. However, the Fathers did not object. Their lands and crops were self-supporting. The Indian converts were steadily increasing. Every mission in California, by 1825, possessed large herds of sheep and cattle; storehouses were full of grain and merchandise; church coffers were well filled.

The Mission of San Francisco Dolores owned 76,000 head of cattle, 950 horses, 79,000 sheep, 2000 hogs, 18,000 bushels of wheat and barley, besides $35,000 in merchandise.

The power and wealth of the missions had now reached its height. The Mission Fathers had been careful business managers and were economically independent. Even the fact that the Pious Fund had been taken over in trust by the Mexican government did not disturb their tranquility. This Pious Fund, by the way, consisted of private subscriptions from church devotees of both Old and New Spain who wished to promote the Roman Catholic faith among California aborigines. But a matter which did upset the Fathers considerably, and which resulted in the ruin of their power and wealth, was the secularizing of the missions. Jose Maria de Echeandia, third Mexican Governor, in 1831 issued a lengthy proclamation concerning the freedom of the Indian and the deposition of the mission establishments. His successor, Manuel Victoria, flatly contradicted the propaganda.

Then in May, 1833, the Mexican Congress set up a very definite program, ordering complete appropriation of mission property in both Alta and Lower California. In May, 1834, Jose Figueroa proceeded to carry out this program. It was the commencement of the decline of the missions which ended in plunder and ruin under Governor Alvarado, during the years from 1836 to 1842. Thus the Mission Fathers were denuded of power and property. The mission lands were sold at public auction; the Indian converts wandered about the country in idleness and poverty, neither living on nor caring for the land assigned them by the government.

Developments in Addition to Presidio and Mission

Although it was the sole intention of the padres to undertake a spiritual conquest of California, it was not the policy and purpose of the Spanish government to devote its power and money indefinitely for the rescue of savages to a Christian faith.

Antonio Maria Bucareli y Ursua and Felipe de Neve had given much serious consideration to the future colonization of California. Neve had been inspired to write his "Reglamento," which set forth in a detailed manner provisions for Spanish settlements. Father Serra opposed such colonization, as did most of the padres. They did not want free towns (pueblos), of white settlers, whose jurisdiction would be under the immediate government rather than the mission. There was a law at the presidio, forbidding the soldiers to marry or establish themselves as colonists without the consent of the crown. As these requests had to be made through the Fathers, they were naturally hindered as much as possible. Sometimes, through a special favor, the Viceroy extended grants to certain officials; sometimes the old soldiers retired through service, married, and settled down in one of these pueblos or small villages. Until 1835 the chief towns in California were Los Angeles, San Jose, and Branciforte, close to Santa Cruz.

Settlement of Yerba Buena

On April 4, 1797, Governor Diego de Borica wrote a letter to an engineer, Alberto de Cordoba, ordering the erection of a battery along the cove of Yerba Buena, situated between Telegraph Hill on the north and Rincon Hill on the south. This is the first written record of the town "Yerba Buena," so called by the Spaniards on account of the quantities of aromatic vine which grew in the underbrush.

By the year 1835 ships had frequently found this cove of Yerba Buena an excellent harbor, and especially a place of security in time of storm. In this same year Captain W. A. Richardson was appointed the first harbor master and erected the town's first dwelling—a tent fastened to redwood posts. He carried supplies back and forth to the missions of Santa Clara and San Francisco in two schooners owned by these missions.

In May, 1836, Jacob Primer Leese arrived at the cove of Yerba Buena with the idea of starting a dry goods store. Because he wanted to build on the beach, he had some difficulty before securing a permit from Governor Chico granting him a 100-vara lot about 250 yards from the beach, at a corner subsequently called Clay and Dupont streets. Immediately afterwards he put up a modest frame house, and invited Captain Richardson and his friends to a housewarming on the first Fourth of July celebration in Yerba Buena. The American and Mexican flags were raised together, and General Vallejo gave a toast in honor of the Americans. Shortly after this event Mr. Leese married the General's sister. It was the beginning of many happy unions among the Spanish, Mexican, and American families.

In 1839 Governor Alvarado had a regular survey made of the cove by Captain Juan Vioget. This was the first authentic survey made of the town, and includes portions of the present city between Pacific Street on the north, Sacramento Street on the south, Dupont Street on the west, and Montgomery street on the east. However, Yerba Buena was still a village in 1846. There were probably fifty dwellings and two hundred people in the town, which centered about the Plaza. But from that date events and population moved rapidly.

In 1846 war was declared on Mexico by the United States. On the morning of July 8 of the same year Captain James Montgomery hoisted the Stars and Stripes in the Plaza, which was immediately renamed Portsmouth Square, after his sloop-of-war, in the harbor. The street lying on the beach was called Montgomery Street, after him.

In the latter part of this same month came Samuel Brannon with his company of Mormons. He published the first newspaper, called *The California Star,* the following January, in conjunction with Doctor E. P. Jones. This paper came out once a week. On the 30th of January, 1847, appeared an important notice, stating that the town of Yerba Buena would henceforth be known as San Francisco. About this time W. A. Bartlett, who was first Alcalde under the American flag, anticipating the homes that would be needed by the steadily increasing population of the town, had Jasper O'Farrell survey and map out the city. Governor Kearny later publicly advertised for sale a considerable amount of beach and water property. Four-fifths of the lots for sale were covered with water. The size of each lot was 16½ varas along the front and 50 varas deep. A vara is a Spanish yard. The prices at which they were sold ranged from $50 to $100; in 1853 these same lots varied from $8000 to $16,000, and in 1935 considerably higher.

The City of San Francisco, 1848–1850

Although war was over with Mexico, peace declared, and the country thoroughly American, California was provisionally being ruled by American governors, until a constitution could be granted by Congress and it could formally be admitted into the Union as a territory. But an event happened

around San Francisco that almost immediately developed California into a state. This event was the discovery of gold in 1848. In April of that year there was a total of about 812 persons living in San Francisco. When the knowledge that gold had been found at Sutter's Fort finally did reach the town, about 150 of the population left at once to go mining, and the number kept increasing every day until the place was almost deserted. However, news of gold soon spread around the country and over the seas, so that from every corner of the world people flocked to the port of San Francisco. During the year 1849, it is estimated that probably 40,000 immigrants landed. Two-thirds of this number probably went to the mines, but many stayed in the city and settled down as citizens. Many more came back from the mines, some rich and some poor, but in the end the various races and classes of people all helped to build San Francisco into a great city.

Admission of California Into the Union

On the 18th of October, 1850, the mail steamer *Oregon* sailed into San Francisco Bay, firing her guns to inform the citizens of California's admission into the Union as the thirty-first state. Everyone was wild with excitement. The newspapers that came out shortly afterwards, full of details, sold for $5 apiece. Portsmouth Square was crowded with people anxious to hear the Honorable Nathaniel Bennett of the Supreme Court deliver his speech. It was truly a gala day for San Francisco. California, however, had been admitted into the Union on September 9, the day that President Fillmore had actually signed the bill.

City Landmarks of the Fifties

In the days of Yerba Buena it was called "The Plaza"; San Francisco called it "Portsmouth Square." Around it was built, in 1846, the city's first hotel, called "City Hotel," a long one-story adobe building. During the gold rush days this hotel became the favorite gambling resort of miners. The fire of September, 1850, swept it away. The first schoolhouse was erected on the southwest corner of Portsmouth Square, late in 1847, serving also as a meeting place for lodges in the evenings, excepting Sundays, when the Reverend Dwight Hunt preached services. He was the first Protestant clergyman to preach in the city. In January, 1850, the first theater opened in a little building known as Washington Hall, situated on the Washington Street side of Portsmouth Square. Later, the following September, the original Jenny Lind Theater was introduced over Maguire's Parker House Saloon. It was at the Square that people gathered whenever Telegraph Hill signaled a mail steamer had arrived; and it was here they came to see justice propitiated when the Vigilance Committee executed John Jenkins, who was the first of the notorious Sydney Cove felons to be hung. Yes, Portsmouth Square has many memories. It lived in the center of all the excitement in town for more than half a century, and still holds the affections of those queer individuals who have a mania for beholding rare and curious places.

Union Square, another landmark that came into existence as a New Year's gift from Mayor Geary to the city, did not get much "talked about," however, until the early sixties. In those days it had neither name nor prestige. Little then did the Mayor dream that the street which now bears his name would run beside the old lot, transformed to such prominence and beauty.

Old St. Mary's Church was another landmark of the fifties. It was founded in 1853, the foundation stone being laid by Bishop Alemany on July 17 of that year. The first mass was celebrated on Christmas Eve, 1854. For many years the clock in the tower served time to the business section of San Francisco. Beneath the clock is this admonitory inscription: "Son, observe the time, and fly from evil." Above the main entrance to the door is a quotation from the Bible: "Hail, full of grace, the Lord is with thee.—Luke I:28." Nearly a hundred years old is St. Mary's, and still rendering service and inspiration.

The most striking landmark to the immigrant was Telegraph Hill, with its windmill-like signal-house and poles. The poles indicated, by their position, the type of vessel entering the Golden Gate. This station, or signal-house, was erected in September, 1849, a frame building with two stories. It was blown down in 1870. Clark's Point was at the foot of Telegraph Hill, and the Broadway Pier the first wharf where ships landed. In May, 1849, a wharf association was formed, the first of its kind, with considerable capital, to commence building operations. During 1850, nearly a dozen wharves were constructed at a cost of a million and a half of dollars.

In the good old days, as they say, May Day was celebrated by a number of San Francisco's German citizens at a famous resort called Russ Gardens. Where Sixth Street crossed Folsom and Harrison streets, there was once an island and a little knoll of trees. It was known as "The Wilderness" until the early fifties, when Christian Russ drained and filled this land in, excepting for a small lagoon where pleasure boats went sailing. It was a beautiful spot and one of the most popular in the vicinity for excursions, celebrations, and all kinds of rejoicings.

Early Streets of San Francisco

When Alcalde Bartlett first began negotiations with Jaspar O'Farrell for surveying the city, Powell Street had no name; Battery Street was called Battery Place; Sansome Street was called Sloat Street; Pacific Street was called Bartlett; Sacramento Street was called Howard; Natoma Street was called Mellus; and thus we could continue to the limits of the city, which at that time had Mason Street as the western limit and Green Street as the northern limit. Market Street, of course, did not exist until Mr. O'Farrell laid it out, appreciating its importance as the future main thoroughfare of the town. There was such opposition over its boundaries at the time that Jaspar O'Farrell was compelled to temporarily leave town.

On the 18th of November, 1850, an ordinance was passed to plank the road from Kearny Street to Mission Dolores. The Mission was two and a quarter miles from Portsmouth Square, and very difficult to travel on account of its sandy condition. A toll was to be collected for ten years after its construction, to assist in the tremendous cost, as lumber and labor were both at exorbitant prices. Mission Road was a great success. Mission Street did not develop until several years later, after the famous duel between Senator Broderick and Judge Terry. The Senator was shot and killed in September, 1859. He had owned considerable property, and it was sold off into small pieces at public auction after his death.

There was Kearny Street in the early fifties. Gambling houses and saloons ran riot. The Eldorado stood alongside the Jenny Lind Theater. Both stood on the site of the present Hall of Justice.

Where Montgomery Street meets Clay Street, in 1848, the first brick house was erected by Mellus and Howard. It was then the second brick building in California. Montgomery Street became a popular street in the fifties, and held the choice over Kearny Street for business. At that time, there was constant changing and rebuilding taking place everywhere in the city. After the six big fires between December, 1849, and June, 1851, frame buildings were rapidly displaced for granite, tile, brick, and stone. Much of this material was brought around by way of Cape Horn. The sand hills and hummocks, scattered throughout the city, were hauled away by the contractors to fill in the ground between where the present Ferry Building stands and First Street.

It is almost impossible to relate all the romance and interest attached to every one of the city's streets in those days. It is gratifying to know that San Francisco is one of the great cities of the world, because it is full of dreams and realizations from the Past. And as we contemplate the changes brought about in the life of the city by the ever onward flow of Time, we speculate upon how much their transitions have added to the aggregate of human happiness.

"Bells of the past, whose long-forgotten music
Still fills the wide expanse."

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

San Bernardino County, California, is one of the largest counties in the United States. In fact, it is larger than several of the states of the Atlantic Coast. Valley, mountains, and desert are its component parts. Forest, orange groves, mountain resorts, desert mines, general agriculture occupy the attention of the inhabitants. San Bernardino, the county seat, has grown during the last decade to a prosperous city of over 40,000 population—the provision center for the hundreds of thousands of people visiting the summer resorts in the mountains behind the city. Several years ago a magnificent new county courthouse was constructed. The grounds of this courthouse are wonderfully gardened and are a beauty spot the whole year round with seasonal flowers. Only the courthouse grounds at Santa Barbara can approach it in fine gardening.

Owing to the retirement of Miss Ida M. Collins, who for years as chief deputy and later as county superintendent of schools of San Bernardino had managed the school affairs of a growing county, the opportunity was open for a new superintendent of schools for San Bernardino County. C. Burton Thrall, district superintendent of the Piedmont School, won the contest that followed and took office the first of the year.

Mr. Thrall brings to the county superintendency a very engaging personality, trained more from contact with human life than from formal work in universities. Mr. Thrall was born at Guilford, Conn., in 1891, but saw the error at that time and at the age of seven months moved to San Bernardino County. With the exception of seven years in Los Angeles, Mr. Thrall has lived the rest of his life in San Bernardino County. His previous experience has been such that he has been trained for business management. His emphasis upon the need of a business man in the county office was one of the main reasons for his election last fall. For ten years he was with the Southern Pacific Railroad Company, then came ten years in the automobile accessory business, and for the past seven years, after passing the county examination for a teacher's credential, he held the position as district superintendent of the Piedmont School, San Bernardino County. During the past few years Mr. Thrall has been carrying on undergraduate and graduate work at Claremont Colleges and now holds a secondary teaching credential. In addition, he has qualified for the state bar examination. This legal training is holding him in good stead in his present position.

Mr. Thrall has gone very slowly in the reorganization of his corps of assistants and during the past few months has been studying the county school organization from the inside. With the acceptance of the Barstow district superintendency by Fred W. Clooney, first assistant county superintendent of schools, Mr. Thrall has made the following changes for the coming year: Miss Beulah A. Paul, assistant superintendent, has been placed in charge of curriculum instruction as director of staff and will head up the supervisory forces. The first of the year Mrs. Katherine K. Murray, principal of the Cucamonga grammar school, was appointed to a rural supervisorship, and on July 1, Mrs. Ann G. Powers of Oxnard, formerly of the demonstration school at Camarillo, will assume a rural supervisorship position. Mrs. Ernestine Spurgin will continue as supervisor of music. Miss Irene M. Lamb, chief deputy superintendent under Miss Collins for years, continues in the same position with much added authority.

Mr. Thrall's theory in regard to the duties of the county superintendent of schools is that the head of the county office should be a contact man outside of the office. Following out this idea, Mr. Thrall expects to be in the field a great deal of the time visiting schools and communities. For that reason he has put Miss Lamb in charge of the office and Miss Paul in charge of curriculum.

Another innovation that Mr. Thrall has attempted with much success is the placement of teachers and superintendents in the various schools of the county through coöperation with the various boards of trustees. Mr. Thrall has told the trustees that he and his supervisors would welcome the idea of making recommendations for the various positions. He has stated that his supervisors from visiting the schools were able to judge the degree of proficiency of the teaching. He made the point that pressure of local citizens for appointments to teaching positions other than the point of merit would be voided. He also agreed to take the responsibility for appointments that turned out badly. The boards of trustees are agreeing with these arguments and Mr. Thrall and his supervisors are filling most of the new positions open in the county.

Mr. Thrall also believes in the promotion of good teachers in the county to higher positions in the same county. In conformity with this idea the following changes have already occurred: Mr. Arno Myers goes from Crest View to Etiwanda; Glen T. Goodwill, after five years at Mountain View, becomes district superintendent at Bloomington; Robert W. Langley, principal of the Central School, Mission District, takes the principalship of the Yucaipa School; Mrs. Ethel F. Williams, principal of the Del Rosa School, takes the principalship of the Highland School. Also, the first of the year Mrs. Mae A. Lamers, teacher in the Piedmont School, was promoted to the district superintendency upon Mr. Thrall's taking the county superintendency, and Mrs. Anna B. Jones, fifth grade teacher of the Cucamonga School, was promoted to the principalship upon Mrs. Murray's coming into the county office.

The work of Ramon Contrearas, a seventeen-year-old lad trained in art in the San Bernardino city schools, is exciting much fine comment in his city. At present Ramon is executing a frieze at the San Bernardino High School.

Ira C. Landis, Superintendent of the Riverside city schools, is a schoolman who never plays to the spectacular, but develops a system soundly and quietly. His recommendation to his Board of Education of the appointment of a supervisor of curricula and instruction from the kindergarten through the junior college was a case in point. This adoption of the principle of a vertical curricula instead of a horizontal one is in line with best developments now being carried on in Eastern cities. This idea of vertical curricula was able to be put into effect easily in Riverside because kindergartens, elementary schools, junior high schools, senior high school, and junior college are all under the same board of education.

Doctor F. G. Macomber was appointed to this position of director of curricula and instruction. Doctor Macomber is a young man. He is a graduate of the University of Washington He has an M. A. from Stanford University and a Ed. D. from the same institution. His previous educational experience starts with teaching in a Seattle Junior High School in 1922. He has been principal of rural schools, and for two years was a superintendent of schools in Washington. He also has taught at the Eastern Oregon Normal School. Last year, before coming to Riverside, Doctor Macomber was in the education department of the Tempe State Teachers' College, Tempe.

Doctor Macomber is now undertaking the reorganization of the social studies in the city's schools. There is a central committee comprising one member from each of the four groups—junior college, senior high school, junior high schools, and elementary schools. The member of the central committee is chairman of each of the groups he represents and takes charge of the general discussions started from work outlined in the central committee. The next curricula development will be a study of the health program.

The Burbank city schools, under Superintendent Buel F. Enyeart, have worked out their rehabilitation program made necessary by the requirements of the earthquake safety law

with more than usual accomplishments. The State Board of Equalization permitted the city to use $150,000 of balances in the program. The results have been the rehabilitation of two elementary schools and one senior high school and the removing of the greatest of earthquake hazards from the other schools. Every school rebuilt or repaired was also an SERA project, else this work could not have been accomplished.

The best result of the work was the making of the Central School over into the Burbank Board of Education Building. This building had been condemned for school purposes. By the expenditure of approximately $1000 the building was put into excellent shape for board purposes. One wing of the building has been arranged into offices for the Superintendent and for the business manager. Here there is also a Board of Education meeting room, with seating space for a goodly number of spectators. The other wing has been made into various offices of the supervisory forces under Mrs. Lillian A. Lamoreaux. The center of the building has been given over to the central library and research department. The auditorium is being used for storage and the basement has been arranged for the keeping of supplies. The Burbank School, across the street, which had housed the central offices, is being rebuilt and will house the pupils of both the Central and Burbank schools.

JOHN H. WALDRON, Superintendent of the Colton grammar schools for the past eighteen years, has been reëlected for another year. He is looking forward to the time when he has spent twenty years in his present position. Colton is increasing in Mexican school population. A development of the present year is the construction of a new school building in East Colton as a $58,000 SERA project.

WITH THE ADOPTION of a new Redondo Beach city charter the Grant School District on the outskirts of the city becomes a part of the city school system under Superintendent F. F. Martin. John L. Spikes, principal of the Grant School, will continue in his present position. The Grant District has increased between 20 and 30 per cent in enrollment this past year, while the main schools in the city had only a 5 per cent increase.

WITH THE RESIGNATION of Mrs. Tene Cameron as director of rural education in the Santa Barbara County schools, Mrs. Muriel Edwards, County Superintendent, has promoted Miss Lelia Ann Taggart to the directorship. Miss Taggart has been working for several years in the same county as a rural supervisor.

THE VENTURA city schools, under the superintendency of E. L. Van Dellen, are becoming known widely for the progressive methods employed, especially in the junior high school under Principal M. E. Mushlitz and the elementary schools, directed this past year by Verlin Spencer, supervising principal. Mr. Spencer this last year has placed the instruction upon a unit basis. The attempt has been to build an integrated type school with large general units of work outlined. The general procedures advocated by the Horace Mann School, Columbia University, have been followed in part. Excellent results have been the result. One of the interesting outcomes has been *Veta*, the official publication of the Ventura Elementary Schools. This publication is given over to discussions of procedures necessary to achieve the ends of the newer activity education.

THE SANTA MONICA city schools, under Superintendent Percy R. Davis, are carrying out a rehabilitation program with the aid of SERA labor and funds raised from taxation. This pay-as-you-go basis is meaning the expenditure of about $175,000 per year until the completion of the program. So far, two new type activity elementary schools have been constructed and the Lincoln Junior High School has been reconstructed. Work upon two more elementary schools and a high school unit is planned for the coming year.

The new activity school built this year in Santa Monica contains classrooms of a new design. The rooms are larger than usual. At one end is a small cloakroom and a work alcove with gas, sink, and workbench. At the other end of the room is a raised reading alcove. Outside each room is a terrace that can be utilized for a workroom. The decorations of the room are in bright colors.

The new setup for library service in the city's schools has been the establishment of the City Schools Library on the third floor of the Jefferson School. Here there is a large reading-room. Another room is given to teacher reference books and reading books for children. There is a stockroom for sets. Space is also given for pictures, reference, and films.

SUPERINTENDENT CURTIS E. WARREN of the Santa Barbara city schools during his first year in his new position has been becoming acquainted with the problems of his city. He has been experimenting in the newer education and revising somewhat the curriculum of the elementary and junior high schools. He has been active in the discussion of educational problems and had a prominent part in a panel discussion held this spring at the Santa Barbara State College upon the new methods of education. In this panel, besides Superintendent Warren, were Doctor Percy R. Davis, Superintendent of Santa Monica city schools; Mrs. Lorraine M. Sherer, director of curriculum, Los Angeles County schools; George E. Meredith, assistant superintendent of the Pasadena schools; Doctor William B. Featherstone, director of secondary curriculum, Los Angeles city schools, and Mrs. Lillian A. Lamoreaux, elementary supervisor of the Burbank schools.

The Santa Barbara Board of Education and Superintendent Warren recently called in Doctor Osman R. Hull of the University of Southern California to make a survey of the Santa Barbara High School plant. With 1500 pupils enrolled there, more space was desired, and the board wanted to find out if an outside survey would confirm the point that the plant was being used to its fullest capacity and additional space was necessary.

WITH BEVERLY HILLS taking over the education of all its pupils from the kindergarten through the high school, the new Board of Education quarters have been established in the fifth floor of the new City Hall in the Civic Center. Here E. E. Hummel, Superintendent, has a wonderful view of his community. The Beverly Hills High School is to be organized by A. A. Bowhay, formerly principal of the Santa Maria High School and Junior College, who accepted the principalship of the Beverly Hills school. Around 1600 pupils are expected to enroll in the high school, 1400 from Beverly Hills itself and 200 from the Los Angeles system. Additional aid has been given Superintendent Hummel by the appointment by the Board of Education of Doctor C. D. Hardesty as assistant superintendent. Doctor Hardesty will have direct charge of

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business and finance and will assist in general administration work. Doctor Hardesty has his A. B. from Kansas–Wesleyan College, his M. A. and Ed. D. from the University of Southern California. Before coming to California Doctor Hardesty had considerable experience as teacher and principal in the Middle West. For the past three years he had been district superintendent of the Westminster School, Orange County.

One of the things that causes Superintendent Hummel to rejoice in Beverly Hills is the fact that most of the buildings erected in his city have been built since 1926, the date of the Santa Barbara earthquake. Consequently, the buildings were constructed with regard to earthquake safeguards, and in order to conform to the new state standards only $17,000 worth of repair work was necessary in buildings costing $850,000. As a result of this, no child in Beverly Hills had to go to school in a tent, for when school opened last October all pupils were in safe buildings.

The completion this spring of a new kindergarten-primary unit at the Hawthorne School at a cost of $40,000 was one of the main improvements of the current year. This building is one of the most up-to-date structures of its kind in the United States.

An indication of the return of business to a more healthy condition has been the placing of the teachers of the El Segundo school system back upon their old salary scale. C. L. Broadwater, Superintendent of the El Segundo schools, and his Board of Education are also considering plans for the bringing of the city's schools up to earthquake safety requirements. To do this there will have to be a bond issue or a government appropriation.

Compton was one of the sections most devastated by the earthquake of two years ago. Mrs. Ardella Bitner Tibby is ending her first year as Superintendent of the Compton elementary schools. During that time nine schools have been reconditioned and all but two of them have been occupied. The last two will be ready for the fall term. The work was carried on by the use of SERA labor and a fund of $292,000 secured under the provisions of the Green bill. Buildings completed under the supervision of Architect H. L. Gogerty have been praised for artistry and for their provision for use of rooms for activity work. In these classrooms smaller space is given to cloakrooms, and in the ends of each room are alcoves for activity work. The color scheme of the new buildings and rooms was worked out by Doyt Early, assistant chief of bureau of school house planning. The attempt was to bring lightness and freshness to each classroom. Colors used run to pastel shades, and in the Colonel Charles Lindbergh School they are seen to their best advantage.

The latest development approved by Mrs. Tibby and her board of trustees has been the decision to build a separate administration unit. This structure will have a boardroom, Superintendent offices, four supervisors' offices, business office, and reception room. The appropriation for this unit is $16,449, of which the cost to the school district will be $8977; the rest of the amount to be carried by a SERA labor project. In addition, a 620-person capacity auditorium is to be constructed.

The Western Journal of Education

HARR WAGNER, Editor

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BOOK REVIEWS

ELEMENTARY COMMUNITY CIVICS, New Edition, 1934. By R. O. Hughes. Allyn & Bacon. Price, $1.20.

Written for grades below high school. Purpose, to develop high ideals of citizenship. Contents, a brief historical sketch of community life in America; the services of government; discussion of American government, its form and its machinery for making and enforcing laws; voting and tax-paying. The bulk of the book is given to the chapters on the services of government, which are presented with such a wealth of material as to form a picture of almost every activity of contemporary American life.

FAMILIAR BIRDS OF THE PACIFIC SOUTHWEST, by Florence Von Vechten Dickey. Illustrations by Donald R. Dickey. Stanford University Press. Price, $3.75.

"Know Your California Birds!" This should be the slogan for all who wander far afield, away from the beaten path. Whether we pause in a wooded dell or climb a mountain trail or gaze into the depths of the pools that come and go with the ebb of the tide, we are never alone. There is always a Bird to greet us, but how many of us can call The Bird by name?

Florence Von Vechten Dickey, in her new book, has introduced to us two hundred of her feathered friends. To know them as she does is very simple with the help of her book. All we need to do is to sit quietly under the shade of a friendly tree and wait for Our Bird. He will surely come. As soon as we have made a mental picture of him, we open Florence Dickey's book, and from her very simple and very clear description of him we turn to the key, and there is his name. And to fix this name in our minds, on the very next page is his "portrait," not a dull black or brown affair, but an exquisitely colored plate, bearing all the earmarks of bird personality. Donald Dickey knows his birds and loves to portray them.

"Familiar Birds" should be in every school library. It will be an inspiration to the teacher and a joy to the child, who is ever anxious to learn more about these little friends who play in the clouds, who sail high above the masts of the ships at sea, and who, when they are cold and weary and the black shadows fall—

"Wing their flight, through realms of light
To seek a southern lea."

[EDITOR'S NOTE: Miss Frances A. C. Mooney, formerly principal of the Hawthorne School, San Francisco, who has written the above review, has always been very much interested in Birds and in all forms of nature study. Her school is known for its interest and activities in this line.]

MOTHER LODE, the Story of California's Gold Rush, by Louis J. Stellman. Cover design and decorations by Paul Rockwood. Harr Wagner Publishing Co., San Francisco, Cal. 304 pages. Illustrated. $2.50.

Strange episodes and amusing personalities come to light in this lively account of the development of gold mining in Mother Lode district. The story begins with the social upheaval that followed the discovery of gold on Sutter's estate and ends with the recent revival of mining in that district. Similar in interest to Dana's "Sutter in California."—*From March Issue of "Booklist," American Library Association.*

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   d. Sabbatical leave.
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   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1934, was 34,443.
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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

California Historical Collections: Municipal and State

By CAROLINE WENZEL,
*Supervising Librarian, California Section, State Library.**

It is particularly fitting that the California Library Association devote part of its program this year to the subject of the history and literature of California, and to ways and means of assembling this material as well as how best to make the information available to the public.

Interest in the subject of "Californiana" has been apparent for years, and this interest has gradually grown until now it is manifested all about us. This past year has been notable for the number of California books that have gained distinction. A recently published book, "Sutter of California," by Julian Dana, is the first California book by a California author that has been given a front-page review in the New York *Times* book review. Another book, "Westward Star," by Frank Lawrence Hill, a Californian with a pioneer heritage, was recommended by the Book-of-the-Month Club and received high praise from the critics. It is the first story of the pioneers told in epic form and the author states that most of the material was gathered from unpublished diaries in the State Library. For the first time an opera composed by a Californian, John Lawrence Seymour's "In the Pasha's Garden," has been produced by the Metropolitan Opera Company. Edward Levy's "Gold Eagle Guy," a drama with a California setting, has been one of the most successful plays on Broadway this season. In the annual collection of books chosen for presentation to the President for the permanent White House library, two books by Californians were included—George D. Lyman's "Saga of the Comstock Lode," and Laura Adams Armer's "Waterless Mountain." Out of the "Fifty Books of the Year" accepted by the American Institute of Graphic Arts, sixteen were designed and printed in California.

A great many of the projects of the SERA have been concerned with California subjects, and one particularly meritorious and valuable to libraries is the "California Literary Project" under the able editorship of Joseph Gaer. The monographs published will be sent to any library upon request, the only expense attached being the postage.

A handbook entitled "A Partial List of Organizations in California Interested in California History" has lately been published by the California State Historical Association, under the direction of Owen C. Coy. The information contained is the result of a recent survey, and it is revealing as to the number of organizations that are specially interested in the subject.

Schools are devoting more and more time to the study of California history; clubs and societies are outlining courses for their members, and individuals are showing keen interest in the subject.

These activities have increased the responsibilities of the librarians, because the people naturally turn to them for advice and material. Under these circumstances, it behooves librarians to keep up with the times and to be alert to what is going on in the field of Californiana in order that they will be able to advise their patrons intelligently, as well as to provide books and information on the subjects desired. With this idea in mind, I shall endeavor briefly to outline what is being done by the State Library, what should be the aim of the municipal library, and lastly how we can combine our efforts for the best service to the citizens of the state.

First of all, I wish to tell you something of the historical material in the State Library and how it is being used for the benefit of librarians. It is due to the foresightedness of the late James L. Gillis, State Librarian from 1899 to 1917, and of Miss Eudora Garoutte, head of the California department from 1903 to 1933, that we have today the splendid California department of the State Library. Until 1903 the library had throughout its collection books, magazines, and newspapers which were either printed in California or pertained to the state. In that year Mr. Gillis decided to bring the scattered material together as one collection and to create a California department, with Miss Garoutte in charge. Through the enthusiasm and earnestness of these two, the department increased its resources and extended its usefulness until today its importance is recognized by research workers and writers in this country and abroad.

The book collection now includes books by California authors in all branches of literature, science, and the arts, county and state histories, diaries, biographies, and books on early voyages, explorations, and missions. In short, all books by California authors or books pertaining to the state are made a part of this collection, as well as those which represent the work of our fine printers.

The collection of California magazines includes a complete file of *The Pioneer*, the first magazine published in the state, also complete files of the *Overland, Hesperian, Hutchings,* and *Argonaut.* In fact, nearly all periodicals of any importance ever published in the state are represented.

The files of California newspapers begin with 1846, when the *Californian*, the first newspaper, was started, and they include nearly all of the early papers, such as the *San Francisco Star, Alta California, San Francisco Herald, Sacramento Union,* and also files of nearly all the present-day state papers. An index to bound volumes of newspapers, commencing with August 15, 1846, and now complete to the present day, includes over 3,000,000 entries, largely from San Francisco papers, and this makes possible ready reference to most events in the state's history. In addition to the newspaper references, entries are constantly added for material in periodicals and books, thus widening the scope and increasing the value of the index. (Parenthetically, let me say that this does not mean that this index answers all questions. With all our reference tools, it often takes many hours of research to answer certain questions.)

Files of directories and of great registers of voters are valuable in helping to establish proof of citizenship and verifying age and residence in the state, particularly for those needing proof for old-age pension claims.

*Address given before Municipal Libraries Section, California Library Association, June 6, 1935.

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The special manuscript collection includes early mission and commercial documents, reminiscences of pioneers and original letters. The letters are carefully preserved and fully listed, both by person and by date, in order that they may be of the greatest possible use.

In the miscellaneous collection are old account books, diaries, early ballots, book plates, political dodgers, and the like; photographs and autobiographical cards of California pioneers, authors, artists, musicians, actors, and state officials; maps, sheet music, theater and concert programs; several thousand pictures, including woodcuts and lithographs portraying not only important events in the state's development, but also birds, flowers, and reproductions of the works of California artists.

This wealth of material in the California department is for the use of all librarians throughout the state under certain conditions which I shall endeavor to explain. But, before doing so, I desire to outline the functions of a local library in respect to material relating to California.

Every municipal library in the state should have its local historical material segregated to some extent. In the largest libraries this material should be under the supervision of a trained librarian. All books pertaining to California already in this group and the rare books should be starred (that is, marked not to circulate). Librarians will do a real service to other librarians, if, when they come across a scarce California item in their collection which they have little call for, they place it in the State Library, where, if it happens to be a duplicate, it can be used as a circulating copy.

It seems impractical for municipal libraries to put great stress on obtaining early original or source material in this field at high prices; rather should they aim to obtain reliable secondary material at moderate prices. With the rapid increase in publication of good books on California subjects, the librarian is no longer confronted with the problem of a dearth of material. Librarians should carefully consider for purchase all worth-while new books on California, particularly histories and biographies. When it is possible to duplicate a title, one copy may well be kept for reference. This will not only assure a copy for preservation, but it will also save the day when there is important research to be done. The State Library endeavors to buy two copies of all such books, one for reference and one for circulation, but with the great number of requests that come flooding in for these new books, our service with but one circulating copy frequently proves to be inadequate. In their efforts to make lowered book budgets go as far as possible, municipal librarians should keep in mind that books about our own state are of lasting interest and are a source of great satisfaction to many patrons.

The librarian of the historical department should familiarize herself with the contents of the books as they are received, since, after all, catalogs and book reviews cannot take the place of the intimate, first-hand knowledge of the books themselves which patrons need and expect, particularly in a specialized department. Current periodicals as well as books should be scanned. If the librarian of the department could find time to glance through the newspaper each morning and index in card form a few of the items of local interest, she would soon have a very helpful reference tool.

Whenever conditions permit, a file of the local newspapers should be bound and preserved. Local directories and great registers of voters are also of great value for reference. Citizens, especially local and county officials, frequently have use for this material for legal or historical purposes, and they become more "library conscious" when they find that they can go to their local libraries and receive help in searching these records. It is tragic to think that so many of these records have been destroyed. California is no longer an infant state; she is almost a century old and is beginning to have a past. It is the function of her librarians to attend to the preservation of her records.

The value of local county histories is greatly increased if analytics can be made for the biographical sketches and portraits contained therein. When a patron comes to the library in a great hurry and wants a sketch of the town's most prominent citizen, the librarian will feel well repaid for the time spent in making the index if she is able instantly to locate the reference. If the patron happens to be a reporter on the local newspaper it is possible that when the library needs a little publicity he will remember the incident and throw in an extra bit of praise for good measure.

Material of especial interest to the city and county should be classified and made available for reference at any time. All local and historical material should be collected and preserved as far as possible. Often unpublished material comes to the library which would be of more value and use in the State Library. It seems wise in such cases to send the originals to the latter collection, keeping reproductions or copies locally; so also should copies of special historical material be sent to the State Library.

The librarian should be in close touch with the local historical society and have a friendly interest in the Native Sons and Daughters and in the D. A. R. These societies are to be commended for the very excellent work they are doing in gathering and publishing the records of early California families and in copying records from old cemeteries.

To carry out the above suggestions will take both time and money, but I feel that the results will be of such real credit to the library and of such great service to the community as to justify fully whatever expenditures are made. With such a department, the municipal library, with the assistance of the State Library, can accomplish some very effective work in the community, with good results to the profession.

This brings me to the subject of the service the California department of the State Library is able to give to the municipal library, and our policy in regard to circulating rare or out-of-print material. When a request comes to the department from any library, every endeavor is made to answer it in a satisfactory manner. You all realize, of course, that much of the early material is in manuscript form or rare editions that do not circulate. For obvious reasons, newspapers are not loaned, but we do make photostats at a nominal cost for designated items. We also do a limited amount of searching for such items

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as births, marriages, deaths, and biographical sketches, when we do not find them in the newspaper indices, and these articles, if not too lengthy, are typed free of charge.

We are quite willing to extend this search to books and other sources when the question is a difficult and important one which the local librarian is not able to answer because of limited reference tools. In such instances, however, we like to know that all local resources have been exhausted before the request is sent, and we expect that material already used will be listed, in order that precious time will not be spent on duplicating work already done. If the question is a bit tricky or obscure, we need all the background and hints that can be given.

Requests are sometimes sent in on subjects which would require more specialized research than we have the time to do. In such cases we suggest that the patron himself come to the State Library, if possible, and do his research there. This individual service is a very important part of our work, and we are always glad to make all material available and give every possible assistance.

Maps, separate pictures, and periodicals do not circulate unless we have duplicates, but here again the photostat plays an important part in reproducing items.

Rare volumes do not circulate, except under special conditions, when they are sent for a limited time and are to be used by the patron under the personal supervision of the librarian. However, we hesitate to do this because of the danger of fire or loss in transit. Furthermore, our historical collection is known throughout the country and people often come long distances to consult certain volumes and items, and it seems only fair that source material should be on hand for their use. The material is also needed to carry on the research which we are constantly doing for other libraries. If we have a second copy of a rare book, we allow it to circulate with an admonition to the librarian to caution the patron about its value.

I have spent considerable time in explaining why certain classes of material do not circulate because I feel that our policy in this respect should be clearly understood, but I want to assure you that we do have a vast amount of material that is available and which we are willing and glad to lend.

It is gratifying to know that librarians throughout the state are becoming acutely interested in building up their local history departments. The State Library is most anxious to coöperate in every possible way. With a well-chosen historical collection in every municipal library and the splendid collection in the State Library, we should be in a position to give efficient service to those interested in the history and literature of the state.

In the May issue of the *Grizzly Bear*, Charles A. Koenig, grand president of the Order of Native Sons of the Golden West, makes the following statement: "I feel that an intimate knowledge of the history of the past is essential to a full and complete appreciation of our citizenship. Patriotism is based on tradition. A people without a historic background can have only a shallow sentiment toward their country and their government. From the material standpoint, we benefit greatly by our knowledge of history because, from the lessons of the past, we learn to guide our course in the future."

If this be true, then librarians as custodians of the state's history have an opportunity to render a service that will merit the approval of all the citizens of California.

Call for Bids for Textbook Material in History for Elementary Schools

The State Board of Education of California hereby invites sealed bids or proposals on or before October 1, 1935, for the sale or lease of the right to publish and distribute, in California, textbook material in history for pupils in the elementary grades of the public schools of the State of California.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than October 1, 1935.

Bids for the lease or sale of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in history for the elementary grades," must be submitted on or before the hour of 5:00 p. m. of October 1, 1935.

Alternative bids for supplying completed books, as specified above, in carload lots, f. o. b. Sacramento, Los Angeles, and San Francisco, will also be received.

The State Board of Education reserves the right to reject any and all bids that may be submitted.

Any and all books, in order to receive consideration for adoption, must conform to the following standard concerning grade placement of subject matter:

Grade 4: History stories of various peoples and countries.

Grade 5: Introductory history of the United States with some mention of other American countries and of territories and possessions of the United States.

Grade 6: Old World backgrounds with chief emphasis on Europe but with some attention devoted to Asia, Asia Minor, and Egypt and to European expansion.

Grade 7 and 8:
a. History of modern Europe with emphasis on social and civic problems.
b. History of the United States with emphasis on social and civic problems.
c. History of California.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION,
Vierling Kersey, *Secretary*.

Sacramento, California,
July 12, 1935.

STATE BOARD OF EDUCATION

A meeting of the California State Board of Education was held July 12 and 13 in San Francisco. Among the interesting things reported is that the board authorized the call for bids for a new series of history books for the fifth, sixth, seventh, and eighth grades, together with a series of supplemental reading history texts for the fourth grade. The board is also advertising for a California history for the eighth grade.

A recommendation was approved to the effect that Book Four and Book Five of the "Music Hour Series," including the Teacher's Guide for the fifth book, published by Silver, Burdett & Co., be adopted for use in the fifth and sixth grades. These books will replace the present adopted text as soon as the distribution of copies on hand has been completed.

The State Board of Education also designated a committee of the board to coöperate with the State Department of Education in the preparation of a code of procedure and conduct in connection with textbook adoptions, this code to involve procedure for the State Board of Education, for the State Department of Education, for the California State Curriculum Commission, and for publishers.

In connection with the California Curriculum Commission, new members were appointed as follows: Mrs. Portia Moss, County Superintendent of Schools, Placer County; John A. Sexson, City Superintendent of Schools, Pasadena; Doctor Madilene Veverka, director of elementary curriculum, Los Angeles; Doctor A. R. Lang, professor of education, Fresno State Teachers' College.

FASHION ART SCHOOL

The Fashion Art School of San Francisco held an exhibit and tea early in August at the Scottish Rite Auditorium. Work in creative costume design was shown and a fashion show of styles designed by students of the costume art classes was given. In addition, there was an interesting loan exhibit of foreign posters from a private collection that was of special interest to teachers.

T. W. Chapman, now assistant superintendent of schools at Lodi, was for several years head of the Montezuma School. Prior to that, he served as deputy superintendent of schools in Nevada. He is a native of Illinois, with an A. B. degree from the University of Illinois, and he has done graduate work at Stanford. He has been in California for about nine years. Mr. Chapman is coauthor with Doctor John Louis Horn of Mills College in the writing of "Education of Children in the Primary Grades," published by Farrar & Rinehart. Mr. Chapman is a very progressive school man and is in charge of the elementary schools of Lodi, where he is putting over a very fine educational program. He is giving special attention to school libraries.

America has furnished to the world the character of Washington. And if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind.—*Daniel Webster.*

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HOLIDAY SHORE, by Edith M. Patch and C. L. Fenton, Macmillan. Price, $2.00. Here we have no end of interesting facts about small animals of the seashore. Illustrated with valuable drawings and photographs. Grades 4–5.

CHILDREN OF MEXICO, by Irmagarde Richards and Elena Landazuri. Wagner. Price, $1.50. These interesting stories provide a great deal of information of value to libraries as well as schools. Grades 4–6.

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MUSIC FOR YOUTH, by Edgar B. Gordon and Irene Curtis. Whitmen. Price, $1.00. Some of the old folk-songs that are loved and sung by people in other countries. Grades 5–7.

PETER AND GRETCHEN, by Viola M. Jones. Whitman. Price, $2.00. Unusually lovely picture book with stories of child-life in old Nuremberg, and with many Helen Sewell pictures in color. Grades 2–4.

THE TOY MAKER, by Gerda Thelen. Whitman. Price, $1.00. Colorful and attractive picture book telling little people how toys are made, from the felling of the trees to the toy shop. Grades 2–3.

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STORK'S NEST, by Katharine Adams. Macmillan. Price, $2.00. How a lonely American girl in France finds friends, and a new life of adventure and happiness begins. Excellent story interest. Grades 7–8 and high school.

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AMERICAN SCIENTISTS, by Clarence J. Hylander. Macmillan. Price, $2.00. Absorbing and well written accounts of the lives of great scientists and of their contributions to humanity's progress. Grade 8 and high school.

THE RED ROAN PONY, by Joseph W. Lippincott. Penn. Price, $2.00. This story of a wild pony that was tamed by the affection and sympathy of a young boy will be enjoyed by girl readers as well as boys. Grades 6–8.

THE READ-ALOUD BOOK, by Edwin Gile Rich. Lippincott. Price, $2.50. A collection of "stories for everyone," from Cinderella to Shakespeare, intended primarily for the home. A goodly selection of old favorites for all ages. Grades 6–8 and high school.

JANE ADDAMS OF HULL HOUSE. Harcourt. Price, $2.50. A very timely and valuable biography of one of America's greatest women giving intimate glimpse of Hull House. Will be appreciated by the adult as well as older boy and girl. Grade 8 and high school.

TRAITOR'S TORCH, by Gertrude Crownfield. Lippincott. Price, $2.00. A tale of Revolutionary days and of 14-year-old Anne Allerdyce, who showed rare courage in face of many dangers encountered. High school.

JANGWA, by Walter J. Wilmerding. Macmillan. Price, $1.75. Gripping story of the lion and of the cubhood to maturity of Jangwa, mighty prince of the jungles. Grades 6–8 and high school.

CANOEING WITH THE CREE, by Arnold Sevareid. Macmillan. Price, $1.50. Thrilling record of an actual canoe trip from Minneapolis to Hudson Bay made by two dauntless high school lads. Grades 7–8 and high school.

OREGON DEPARTMENT OF EDUCATION

THE SECOND annual special summer course for county school superintendents was scheduled in Portland, Ore., for the week of July 22 to 26 under the joint auspices of Doctor C. A. Howard, Superintendent of Public Instruction; Alfred Powers, Director of Summer Sessions of the State System of Higher Education, and the Oregon County School Superintendents' Association.

Current problems of the county school superintendent, teaching of the social sciences, the place of mental hygiene in the schools, visual education, and practical general educational problems were features of the week's program for county superintendents.

The week's special summer course followed the three-day conference of county school superintendents held annually at the state capitol in Salem, Ore., under the joint direction of the County School Superintendents' Association and Doctor C. A. Howard, Oregon Superintendent of Public Instruction. This conference was devoted largely to reports of special study committees on problems in county supervision and administration of schools.

ROSEVILLE'S NEW SCHOOL

W. T. EICH, Superintendent of Schools, reports that an $80,000 bond issue and $26,000 from the government on the PWA grant gives Roseville the new Woodbridge School, which was completed in June. It is a ten-room modern building, with auditorium and cafeteria. The old Main Street School, a wooden structure, will be discontinued. A $26,000 addition to the Vernon Street School includes a combination auditorium and cafeteria and two classrooms. Seventeen thousand dollars will be spent on the Atlantic School, in which Mr. Eich has his offices. A cafeteria and two classrooms will be added.

Mr. Eich has been in Roseville for the past fifteen years and has developed a splendid modern school system.

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STANFORD CONFERENCE ON EDUCATIONAL ADMINISTRATION

During the week of July 8 to 13 a conference on educational administration was held at Stanford University. The faculty of Stanford University was supplemented by a group of fifty outstanding educators in conducting the discussions of the conference. Willard Givens, executive secretary of the National Educational Association, and Frederick Redefer, executive secretary of the Progressive Education Association, supplemented the Western educators. Four hundred and fifty educators came to the campus for the conference, in addition to the regularly enrolled students of the summer quarter at the university.

A variety of important administrative problems were considered during the week. At the opening session of the conference, Doctor John Almack considered "The Historical Background of School Administration" and Dean Grayson N. Kefauver presented a paper on "The Task of School Administration." The problems defined in these opening presentations were treated in detail in later sessions of the conference. The implications of the changed and changing social conditions were interpreted by Doctor Harold Hand, Stanford University, and President Frank Thomas, Fresno State College. Administrative issues and adjustments needed in the operation of elementary, secondary, and higher institutions were discussed by Doctor Paul Hanna, Doctor William Proctor, and Doctor Walter Eells, all of the faculty of Stanford University. The problems of teacher personnel were discussed by Willard Givens and Superintendent Edwin A. Lee of San Francisco; "School Finance," by Doctor Jesse B. Sears of Stanford University and Walter Morgan, assistant superintendent of public instruction for California; "Supervision," by Doctor Verna Carley, of Stanford University and President Walter Hepner of the San Diego State College.

Other general sessions were devoted to a canvass of problems, progress, and planning in various states. State Superintendent Vierling Kersey reported for California, State Superintendent Howard of Oregon and Superintendent Rice of Portland reported for Oregon, Superintendent McClure of Seattle reported for Washington, Superintendent Nuttall of Salt Lake City reported for Utah, and Mr. Harless of the Arizona State Department and Mr. Eastburn, director of research, Phoenix Union High School and Junior College, reported for Arizona.

Group sessions were used to treat problems of more specialized interests. Four groups were formed, including General Administration, Teacher Personnel, Elementary School Administration, and Secondary School Administration. The following persons made presentations before these groups: Hubert Upjohn, Doctor Harold C. Hand, Doctor Paul R. Hanna, William S. Briscoe; Doctor Worth McClure, Doctor W. M. Proctor, Doctor Frederick L. Redefer, Doctor J. B. Sears, Willard Givens, Doctor Ethel P. Andrus, I. O. Addicott, Doctor John A. Sexson, C. Ray Holbrook, Doctor John C. Almack, Andrew P. Hill, Jr., Dean Grayson N. Kefauver.

The panel method was used throughout the conference. From four to six persons, selected because of special experience or study of the problem, coöperated in an analysis of the problem defined in the opening statement.

The conference closed with a banquet Saturday evening. Herbert Hoover, Chester Rowell, editor of the San Francisco *Chronicle*, and Dean Grayson N. Kefauver were speakers. Dr. John C. Almack was toastmaster. The live interest and active participation of the total group throughout the entire week was a tribute to the quality of the presentations and the panel discussions.

It is interesting to note that the Pacific Coast as a whole was well represented. Five teachers came from the town of Vancouver, Wash., for the express purpose of attending the conference. Many Western and Southern states were represented.

The book exhibits held during the conference at the invitation of Dean Kefauver were well attended, and many superintendents and teachers from other states visited them. Among the Californians seen at the conference were Charles Edgecomb, district superintendent of schools of Selma and member of the Fresno County Board of Education; C. L. Geer, Superintendent of Coalinga schools; J. Harl Tener, Kern County general supervisor of upper grades, Bakersfield; John B. Thomas, newly appointed principal of Rio Vista High School; Mrs. Edith D. Moulton of the San Joaquin County Board of Education; Mrs. Grace Pearce, rural supervisor of San Joaquin County; Mrs. Alice G. Mulcahy, assistant superintendent of Tulare, now doing curriculum work for Tulare County; A. H. Horrall, assistant superintendent in charge of elementary schools of San Jose and now a member of the state curriculum commission; Miss Bertha Roberts, deputy superintendent in charge of elementary schools of San Francisco; Walter Bachrodt, Superintendent of San Jose schools; Miss Helen Heffernan of the State Department of Education, and Miss Tillie Munce of Fresno County.

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A brilliant opening of the fall and winter season is assured at the Geary Theater, for Homer Curran, in association with Melville Brown, announces that on Monday, August 26, he will present the famous American comedienne, Ina Claire, in her latest and one of her greatest comedy successes, "Ode to Liberty," with Robert Warwick and Alexander Clark in important rôles. The engagement is for two weeks only, and matinees will be given on Wednesday and Saturday.

Miss Claire comes to San Francisco fresh from Eastern triumphs with "Ode to Liberty," for she not only played the comedy through last season, but has appeared in it for some sixteen weeks in the summer theaters in the East, where it proved the best drawing play of the season. Messrs. Curran and Brown are bringing to the Pacific Coast not only the star of "Ode to Liberty," but a majority of the players who appeared with her during the engagement in the East.

Sidney Howard, so well remembered for his other great plays, "The Late Christopher Bean," "They Knew What They Wanted," and the "Silver Cord," as well as for "Dodsworth,' which we are yet to enjoy on the West Coast, adapted "Ode to Liberty" from the French play "Liberte Provisiore," by Michel Duran. The comedy ran for more than a year in Paris. It was produced in New York under the management of Gilbert Miller, and Miss Claire was accorded triumphant praise for her adept and amusing impersonation of the gay French woman who converts the young Communist from the belief that all rich folk are anathema. Sidney Howard ranks with Eugene O'Neill and Robert Sherwood for the quality of his plays. For the past ten years there has been no season but has been a success from his pen adorning the stage. It is said that "Ode to Liberty" is one of the most delightful comedies he has ever written, and it gives Miss Claire the opportunity to show her brilliant talents to best advantage.

Miss Frances L. Rogers, teacher of Spanish in the Fresno High School, who went to the University of Puebla, Mexico, and visited the Normal School at Oaxaca, was among the many teachers who went from California to Mexico this summer. One bookman reported that in the first two weeks of June he had talked to fifty-three teachers who were going to Mexico this summer for travel or study. This, we think, comes under the heading of getting acquainted at first hand with "our neighbors near and far."

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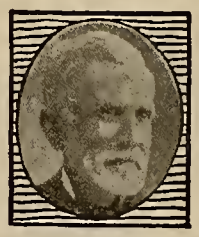

CALIFORNIA SCHOOLS OPEN

By VIERLING KERSEY, *State Superintendent of Public Instruction*

A NEW SCHOOL YEAR is opening throughout the State of California. The interests of the merchants, the industrialists, the agriculturists, the men of commerce, the citizens, the taxpayers, the parents are all subject to a varied and special appeal as the opening of school brings the vacation period for youth to a close.

A period of directed activity at the hands of the great public school system of California now takes charge of these young people. This school system reflects in its organization and conduct more nearly than any other function of government in the state the sentiment of the people.

Let me supply a few round numbers concerning the school system of California for 1935: One million, four hundred thousand people, over one-fifth of our population, will be enrolled in the public schools of this state; 45,000 teachers will serve their educational needs; approximately 75,000 children are enrolled in the kindergarten; about 800,000 children are enrolled in the elementary grades of the public school system of California; about 300,000 children are enrolled in the high school grades; 35,000 pupils are enrolled in junior colleges and 250,000 adults attend classes conducted under the California adult education program.

The program of educational offering varies. There are offered to satisfy the needs of those who go to our public schools some seventy-five patterns of educational courses in the various high schools of the State of California, approximately seventy-five different courses of study which a student may pursue in junior college. In the junior high school, the variety of educational opportunity offered is best characterized by saying that it is such as to meet as nearly as possible the individual needs of the individual child. If we were only able to realize this attainment we would have as nearly a perfect educational program as it is possible to conceive.

The cost of such a program, together with the inability to provide instruction for every individual need, makes this a prohibitive ideal under present conditions.

California's great public school system is distinctive in many ways in proportion to population. A greater proportion of students of high-school age are enrolled in high schools in this state than in any other state in the Union. A greater proportion of children who attend our public schools have the opportunity of junior high-school instruction than in any other state in the Union, but there are still many children in California who as yet do not have available for their needs the facilities offered by junior high school. A greater number of teachers have four-year college preparation in California in proportion to the total number of teachers than have a similar amount of training in any other state. Opportunities for teachers to improve themselves in service are rich and easily available to all teachers in the state. The supervisory and administrative advantages which are provided by the offices of the county superintendents of schools are acknowledged to be among the best in the United States. An extensive program of rural supervision is available. Certainly there is no need for any teacher to "run dry."

As our teachers look forward to the new school year they may well anticipate and see their anticipations realized along the following lines:

1. An improved program of state series textbooks will be made available so that within the next three years a completely modern supply of basic textbooks will be available for every school child in the elementary schools of the State of California.

2. Within the next few years budgets for library and supplementary textbooks will be restored and numerous supplementary textbooks will be available for our teachers.

California believes in good textbooks and an ample supply of them, for we are very definitely of the opinion that next to the teacher the textbook is the most important factor in the child's learning program.

During the fall season of 1935 the Western conference of the Progressive Education Association is to be held in California. Programs of this organization will be conducted simultaneously in Los Angeles, in the Biltmore Hotel, for Southern California, October 18, 19, and 20; and in Oakland, at the Hotel Oakland, for Northern California, October 18 and 19. This great association of outstanding, progressive leaders in the United States holds these sessions in California this year because California is a state where, throughout its length and breadth, the most advantageous practices of progressive education are being put into effect in the classroom. Outstanding leadership in connection with all the problems of elementary education also is found throughout the state. Though all teachers will not find it possible to attend the meetings of the Progressive Education Association held in California, still we are certain that records will be kept and made available following the conference; also, we are certain that every important section of California will have representatives in attendance who will report back to their field of local service just what has been accomplished at these conferences.

Several definite points are noteworthy as we open this new school year, and they are mentioned here because they are extremely significant:

First, public attitude toward the schools, toward the teachers, and toward the services which schools render for those who attend the public schools of the State of California is much more favorable this fall than it has been during several years past as we have opened the new school year. The reason for this favorable attitude is easy to see.

Second, the schools of the State of California have kept faith with the children, with the taxpayer, and with the institutions of modern life.

Third, the schools have kept faith with the taxpayer because they have reduced their budgets so that school expenditures would be consistent with "depression times." This favorable attitude on the part of "our public" bids fair to indicate that a restoration of certain drastic reductions in educational expenditure is bound to be made, though much more slowly than were reductions made.

Fourth, to no body of people is due greater credit than to the teachers of this state who have preserved a fine attitude of loyalty, and of constructive endeavor in the face of great economic and social distress. I am sure that teachers have done much to preserve us a nation during the recent era of calamity. While children may have been "short-changed" in connection with excellence of instruction, school-housing facilities, and individual contact with teacher to an extent which we would desire for the best advantage of the child, it is certain that no teacher has failed to "pour forth" an extra amount of energy, interest, and enthusiasm for the benefit of the children during a time of hardship. The material reward of the teacher has never been great, and it has been even less during these days, but the reward that comes in the gratification of accomplishment has been increased manyfold. Truly, it is justification for the restoration of fair salaries to our faithful staff of public school teachers.

—*Continued on Page Seven*

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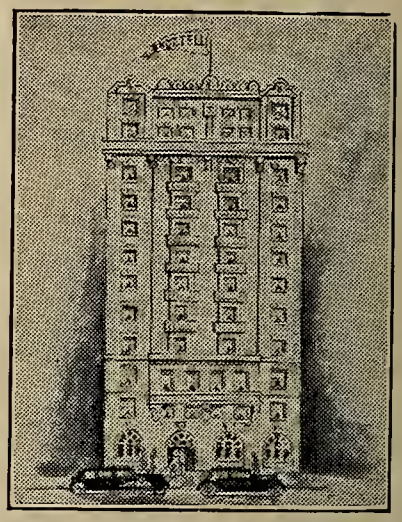

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VOL. XLI, No. 9 SAN FRANCISCO, SEPTEMBER, 1935 PRICE 15 CENTS

SOURCE MATERIAL FOR HALLOWE'EN AND COLUMBUS DAY

HALLOWE'EN

BY HERMINE HENZE

Children's Librarian, San Francisco State Teachers' College.

ORIGIN.—From Druid rites to door-bell ringing! It is a long step from the serious religious observances of pre-Christian days to the frivolity of modern Hallowe'en practices. Yet most of our customs of celebrating this holiday can be traced directly to Pagan days. The Druids of old celebrated an autumn festival, lighting fires to the sun-god in gratitude for the harvest. One of their beliefs was that, on this night, Shamhain, the lord of death, called together the souls of all those who had died in the preceding year and had been dwelling, for their sins, in the bodies of lower animals. Evidence of this belief may be found in the fact that, in certain parts of Ireland, October 31 is still called "The Vigil of Shamhain." Another source of our festivities of today is the very old Roman festival in honor of Pomona, the goddess of fruits and gardens, which was held about the first of November. And so our modern Hallowe'en is a fusion of beliefs and customs remote in time and varied in place of origin.

The word "Hallowe'en" is derived from "All Hallow Eve," so called because it is the night before All Saint's Day, November 1. We sometimes find it nicknamed "Nutcracker Night" or "Snapapple Night." The use of nuts and fruits of the autumn season harks back to the harvest festivals of old.

It seems not at all unlikely, from evidence of various sorts, that the Celts may have dated their year from November 1. Records show that persons entering service began the period of serving then and that all land tenures ended at that time. In ancient Ireland a new fire was kindled on Hallowe'en, the eve of Shamhain. From this fire, which was considered sacred, fires on all the hearths of Ireland were kindled. New Year's Day is suggested by such a custom, as naturally the beneficent influence of such a flame would be invoked at a time when it would be expected to influence the entire ensuing year. Again, the many devices for divining the future that were in use, for ascertaining one's fate for the coming twelve months, are regarded as confirmation of the view that this season marked the advent of a new year. One writer reports the marching through the streets of Manx mummers singing "Tonight Is New Year's Night."

DRUIDS.—The Druids were an influential order of priests and judges who ruled the Celtic peoples of Gaul, Britain, and Ireland. Because they never recorded their secret lore in writing, the amount of accurate knowledge regarding them is limited. They gathered the young people about them and gave all their instruction orally. Our best account of the Druids is given by Julius Caesar. He speaks of their importance as law-givers and civil administrators. The most outstanding thing about their theology was their belief in the doctrine of immortality. Besides holding the offices of priests and law-givers, they were supposed to have been skilled astronomers and magicians, well versed in the mysterious powers of animals and plants. They believed, for example, that the venom of many serpents, gathered by moonlight and worn in the bosom, served as a powerful talisman.

They held the oak tree in reverence, and frequently held their religious ceremonies in oak groves. The mistletoe, when found growing on an oak, was also considered sacred. One early writer describes a ceremony in which a Druid, all in white, climbs a tree, and cuts the mistletoe with a golden knife. It is received on a spotless cloth held below by another priest.

In all countries where Celts lived in ancient times we find strange circles of stone structures. They are rough stone columns, with a flat stone laid across the top, and by some people are believed to be Druid altars. Of this, however, there is no conclusive proof.

At the advent of the Roman conquerors, the Druids exerted all their forces against them, and in parts remote from the Roman invaders resisted for some time. They were finally subdued, however, and in 78 A. D. were exiled to the island of Anglesey.

OLD BELIEFS AND CUSTOMS.—Throughout Europe, as well as among the Celts, Hallowe'en marked the transition from autumn to winter, when the sun gave way to the powers of darkness. Then, too, departed souls were thought to visit their old homes to get comfort and cheer and warm themselves by the fires of their kin. Driven indoors by the bleak and barren woodlands and meadows, the shivering ghosts sought shelter at home fires.

Not these souls alone were abroad on this night, but supernatural creatures of every sort. Witches, fairies, and hobgoblins were believed to roam the open road or fly through the air. It was a carnival of victory for characters of the underworld, who were supposed to practice malicious mischief of all sorts. Any kind of light was considered a protection against them. Hence the universal custom of bonfires throughout Scotland, Wales, and Ireland. In some parts of the Scottish highlands the children gathered ferns, long stalks, and tar barrels on the day before Hallowe'en and heaped them high near the house for the evening's burning. The peasant's ambition was to try to have the largest fire. Whole districts were ablaze at nightfall. "Their glare across a loch, and from many eminences, was exceedingly picturesque." When the fires were burned out, feasting and merrymaking filled the remainder of the evening. Many customs and superstitions are associated with the fire and the ashes. Sometimes each member of the circle around the fire put a stone in the ashes before going to bed. If in the morning any stone were missing or disturbed, that person was supposed to die within the year.

In addition to the freedom enjoyed by the eerie folk, the homes of some of them were left open. Any mortal bold enough to peep into a fairy hill left open might have a glimpse of rare treasure hidden there. Dangerous it was, however, to partake too closely of fairy revels. One tale was told of two young men on their way home, each with a jug of cider on his back. They were attracted by what they thought was a household, well lighted, giving forth sounds of merrymaking. As they went inside one of them took the precaution of sticking a pin in the door-sill, thus destroying the pixies' power. (For it really was a fairy celebration they had stumbled into.) The other, without even taking the jug from his back, started

dancing in a ring. He never stopped for a year and a day, when his friend went back to the same spot and found him still dancing.

Robert Burns tells us that the desire to pry into the future plays a striking part in the history of human nature in the primitive state, in all nations and ages. Many were the methods of divination practiced for discovering one's fate—particularly the matrimonial prospects—for the forthcoming year. A very common one was that of placing two nuts on the fire, representing a pair that hoped to find happiness together. If a nut popped and flew off the hearth, it was an ill omen, but if they both remained, roasting evenly and quietly, it was an indication of genuine affection and a happy life together.

Another amusing custom is that of gathering kail from the garden. Each young person pulled up a head of cabbage, and then determined by its nature the character of the future mate. If the cabbage-head was well-formed the loved one would be handsome; the flavor of the stalk or heart, whether sweet or bitter, predicted a good or bad disposition; and the size of the clod of earth clinging to the root indicated the amount of the dowry.

Some of the quaintest Scottish customs are described by Burns in his poem "Hallowe'en." One of them is to find a south-running river or brook "where three lairds' lands meet." There the one who is to know his fate dips his left shirt-sleeve into the water. When he goes to bed that night he hangs the shirt at the fire, which he keeps in sight all night. He lies awake, and some time near midnight an apparition will appear who resembles the desired object of his love, and will turn the sleeve to dry the other side.

Another is to have three dishes, one filled with clear water, one with muddy water, and the third one empty. A person is led blindfolded to the row of dishes, into one of which he is to dip his hand. If he dips into the clear water, the future mate will be a maiden or bachelor; if into the muddy water, a widow or widower; and if into the empty dish, he will remain unwed. It is repeated three times, the arrangement of the dishes being changed each time. If he touches the same dish three successive times, the fate is considered definitely settled.

Still a third bids you go to a looking-glass with a candle. Eat an apple before it, and the face of your future companion will appear in the glass.

The girl in Burns's poem begs her old granny to accompany her:

Wee Jenny to her granny says:
"Will ye go wi' me, granny?
I'll eat the apple at the glass
I gat frae Uncle Johnny."

The old lady is horrified at the idea, and in her excitement burns a hole in her apron with a spark from her pipe. In great indignation she berates Jenny, warning her of the results that might follow the engaging with spirits, and telling her that—

"...mony a ane has gotten a fright
And lived and died deleert
On sic a night."

These countless ways of telling fortunes were based, of course, on the superstition that magic powers were abroad and could be utilized for that one night.

In Ireland, another custom is reported, a form of which is practiced by many of our children today. The Irish peasants on Hallowe'en went from house to house, collecting bread, cake, butter, cheese, money, etc., demanding these in preparation for their festivities. Very old is the custom of trying to eat a suspended apple without the help of one's hands. The old version was even more difficult, and perhaps more dangerous. A chord with a cross-stick was suspended from the ceiling. At one end of the stick was the apple, at the other a lighted candle. The game was to try to eat the apple, and often the player found his mouth full of candle instead.

HALLOWE'EN TODAY.—The mystery and awe connected with these old customs, and the belief in the efficacy of the charms and devices, have long ago been left behind, at least in this country, though the actual practices have persisted and remain as a part of our merrymaking and fun on this night. It is rather interesting to consider that the emblems of the holiday that decorate our parties—witches, black cats, owls, and other creatures and spirits of the night—have their roots in superstition and tradition of hundreds of years ago.

ALL HALLOWE'EN

A black cat sits on the back-yard fence,
And he yowls in the dead o' night;
There's a bat with wings stretched wide and tense
Across the pale moonlight;
A weird wind haunts the restless town,
And ghosts walk up and down.

—*Madge Morris Wagner.*

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HIGHLIGHTS IN LIFE OF COLUMBUS

BY DOCTOR SHERMAN L. BROWN
Professor of Education, San Francisco State Teachers' College.

THE PLACE OF COLUMBUS IN HISTORY.—Few characters in history are more interesting or more inspiring than the discoverer of the new world. Few characters have displayed such faith in their own beliefs, such patience, fortitude and perseverance in the face of overwhelming obstacles and open opposition. No one ever gave to his sovereigns more wholehearted support and loyalty nor gave to his country such a beautiful and fabulously rich empire as Columbus gave to the rulers of Spain. And surely few figures in all history have suffered more and received less compensation personally than he.

For years he endured the open ridicule of friends as well as opponents. Success gave him only a temporary relief from the bitter criticism of enemies at court. Robbed of his share of the wealth he had discovered and stripped of the offices and honors given him by Ferdinand and Isabella, imprisoned and loaded with chains, he still retained faith in himself and his great undertaking. Deserted and neglected by his own sons, he complained that he owned not even the roof over his head and could not so much as pay for the food served him.

Though one of the world's greatest benefactors, Columbus died a broken-hearted man, penniless and among strangers. The occasion of his passing received no public notice for days after the event, but today his enemies are forgotten by the world that honors him. He earned the right of having his

name placed high among those most honored in the long list of the world's greatest figures.

Controversial Points in the Life of Columbus.—There are a surprising number of controversial points in the story of the life of Columbus. The date of his birth is given variously 1430, 1435, 1436, 1444, and 1456. The weight of evidence seems to favor the year 1456.

While Genoa is usually considered as the birthplace of the great admiral, numerous other cities give evidence to support their claims to the honor. Columbus himself referred to Genoa as his early home, and his second son, Ferdinand, who wrote a biography of his illustrious father, confirms this statement.

The son also states that his father was descended from noble and wealthy ancestors who, through ill luck, had lost their fortune. This claim is contradicted by contemporaries of Columbus in Genoa who state that he sprung from plebeian stock.

Ferdinand also states that his father received his education at the University of Pavia, but there is no evidence to support this claim. Columbus went to sea at the age of fourteen, so he must have entered the university at a very early age, if at all, and remained only a short time.

Many adventurous exploits at sea described by Ferdinand are not accepted as authentic by critical historians, but are considered in the nature of embellishments. Very little is known definitely of Columbus's early life.

Factors Influencing the Life of Columbus.—A boyhood spent in a seaport was one of the greatest factors in the life of Columbus, leading him into the rôle of explorer. About the age of twenty-five, he went to Portugal and for several years Lisbon, the chief seaport, was his home. Here he married Philippa Moniz Perestello, the daughter of a seaman in the employ of Prince Henry the Navigator. Upon the death of his wife's father, Columbus received from him many valuable maps and charts which seem to have increased his interest in navigation. His wife's brother was engaged in ocean traffic between Portugal and the Azores, and brought back stories of an unknown continent far to the west. Portuguese attempts to reach the wealth of the Indies by sailing around Africa stimulated Columbus to study ancient as well as modern writers who dealt with the question of the shape and size of the earth and the possible distance of undiscovered land masses to the west. Quotations from Aristotle found in a famous book on geography by Cardinal Pierre d'Ailly seemed to confirm his own beliefs as to the possibility of finding new islands or continents to the west. He was deceived by the writings of early astronomers into believing that the world was much smaller than it actually is, or he probably would not have dared to undertake the westward trip.

Another direct influence in the life of Columbus was his correspondence with the famous geographer, Toscanelli of Florence. Columbus received letters, charts, and maps from the famous scholar, stating his belief that the fabulously rich spice islands, the Indies of Marco Polo, were located only a few days' sailing from Europe. Both Columbus and Toscanelli seem to have accepted the reports of Marco Polo without question. It was an age of adventure, and Columbus was dominated by a persistent urge to excel all others in exploration and discovery. He decided to reach the Indies of Marco Polo by sailing directly west.

The First Voyage of Columbus.—It is fortunate that the account of the most momentous voyage ever undertaken in the history of the world should be given in the famous navigator's own words. He kept a daily journal, writing down at night every event of any importance occurring during the day.

The ships were small—mere toys compared with modern ocean-going liners. The Admiral's flagship, the *Santa Maria*, was the largest, and was 63 feet long and 120 tons burden. The *Pinta* was 50 tons and the *Niña* 40—very small even for the time of Columbus. With favorable weather they could make ten miles an hour, but because of calm the distance covered was sometimes only forty miles in a day and a night.

The entry in the journal for Sunday, September 9, reads in part as follows: "This day the Admiral made nineteen leagues (76 miles) and he arranged to reckon less than the

MEXICO NEWS

LAST CALL FOR MEXICO! There isn't much time left to take advantage of the greatly reduced summer roundtrip fares to Mexico City. (Last sale date is Oct. 15.)

LATE AUTUMN DAYS are dawning clear and warm as Mexico's rainy season ends. Flowers are brightest now. A series of fiestas leads up to the great Festival of Guadalupe on December 12 and the beautiful Posadas preceding Christmas.

CLEAN air-conditioned Pullmans and cafe-lounge cars on *El Costeno* speed down Mexico's West Coast via Nogales, Hermosillo, Navajoa, Mazatlan and Guadalajara. Three days from Los Angeles to Mexico City, four from San Francisco. Low roundtrip fares bring Mexico within reach of everyone, leave enough money for baskets, pottery, *sarapes* and other lovely handmade things. (U. S. money still trebles in value in Mexico.)

Tourists headed East can sidetrip to Mexico City for only $50 extra rail fare, one way West Coast Route, one way National Railways of Mexico via El Paso.

HOTEL PLAYA DE CORTES, a modern resort hotel with American standards of food and comfort, now under construction on the beach at Guaymas, to be opened this winter. One of the finest fishing spots in the world, Guaymas is also an excellent place to loaf, swim and relax. Hotel rates will be from $6 to $10 a day, including meals.

OUR NEW BOOK about Mexico was awarded first prize over all booklets submitted to the recent Art Director's Show in New York. It contains a large map insert in full color, two full page lithographs, ten large photographs, many drawings, a four-page section on shopping. For your copy, mail 25 cents in stamps or coin to F. S. McGinnis, Dept. WJE-9, 65 Market Street, San Francisco, California.

Southern Pacific

number run, because, if the voyage was of long duration, the people would not be so terrified and disheartened. In the night he made one hundred and twenty miles at the rate of twelve miles an hour, which are thirty leagues."

Friday, September 14: "That day they navigated on their westerly course, day and night, twenty leagues, counting a little less." Considering the slow speed made by the fleet, the poor type of ships, and the common dangers of ocean travel, it is not strange that the Admiral had to calm the fears of his men by making encouraging speeches and even by falsifying the records of the distance traveled.

But the weather was generally favorable. Columbus says, "the air was soft and so fragrant that it was delicious to breathe it."

Beginning with the entry of September 20 in the journal, frequent mention is made of having seen land birds and branches of trees with berries, but in spite of these encouraging signs the crews continued to be afraid and lost patience at the length of the voyage. But there is nothing in the journal to indicate that there was serious danger that the crews would mutiny and turn back. The entry of October 10 states that "the people could endure no longer. They complained of the length of the voyage. But the Admiral cheered them up the best way he could, giving them good hopes of the advantages they might gain from it. He added that, however much they might complain, he had to go to the Indies and that he would go on until he found them, with the help of our Lord."

That night at 10 o'clock Columbus saw a light which appeared to be carried by a person. Four hours later a sailor on the *Pinta* by the name of Rodrigo de Triana saw land and the fleet dropped anchor and waited for daylight. The next day, Friday, October 12, Columbus and the crew went on shore and formally took possession of the land for Spain. The island was named San Salvador and was one of the Bahama group.

THE NEWLY DISCOVERED LAND.—To the Spanish, after so long a voyage, the newly discovered land seemed like an earthly paradise. Columbus often refers to the great variety of strange trees, flowers and birds. He states in his journal "a thousand tongues would be insufficient to inform the king and queen what he saw there." The air and flowers reminded him of Andalusia, in Spain, in the month of April. "The singing of little birds is such that it appears a man would wish never to leave there and the flocks of parrots obscure the sun." He was greatly impressed by the number of rivers and fine harbors. There were so many islands within sight that Columbus found it impossible to explore them all, but he laid claim to all in the name of the King and Queen of Spain.

Columbus treated the natives with great kindness from the first contact with them and insisted that members of the crews also treat them justly. The natives welcomed the Spaniards and willingly provided them with such food as they had. Most of the islanders were eager to trade with the Spaniards, and by means of barter Columbus secured numerous small pieces of gold which the natives wore as nose or ear rings.

They appeared to have had no religion, so Columbus became enthusiastic over the prospect of converting large numbers to the Christian faith. It was unfortunate for the natives that more of the Spanish explorers did not share Columbus's interest in the welfare of the natives and the religious conquest of the new world.

EXPLORATIONS IN THE INDIES AND THE RETURN TO SPAIN.—Columbus spent over two months exploring the islands of the West Indies, during which time he discovered and named many islands, including Cuba and San Domingo. Wherever he landed he asked the natives concerning the presence of gold. But there was very little gold to be found. He studied his copy of Marco Polo, puzzled, always hopeful, full of eager anticipation and undeceived as to the lands he had found. His credulity is hard to understand. He listened eagerly to highly colored reports of fabulous riches in gold and pearls the natives assured him could be had on islands at some distance farther on.

Columbus was eager to report his discoveries to Ferdinand and Isabella, and having lost his largest ship on a rocky point on the island of Espinola or San Domingo, he built there a temporary fort of the wreckage of the ship, left thirty-nine men in charge and on January 15, 1493, started on the return voyage. A terrific storm struck the ships as they neared Spain and Columbus despaired of ever being able to acquaint the world with his story, so he wrote a full account of his discoveries and, sealing it up in a water-tight cask, threw it overboard. This proved to be unnecessary, as they rode out the storm and landed safely in Spain on Friday, March 15.

LATER VOYAGES OF COLUMBUS AND HIS DEATH.—That Columbus realized the importance of his contribution to the world is shown by a letter written to friends in Genoa. He wrote as follows: "Our Lord has bestowed upon me the greatest favor that He has ever granted to anyone except David." He signed himself "The Great Admiral of the Ocean Sea and Viceroy and Governor of the Islands and Mainland of Asia and the Indies belonging to the King and Queen, my Sovereigns, the Captain General of the Sea and Member of their Council."

He was royally received by the king and queen and honored wherever he traveled. But as time passed jealousies on the part of other one-time favorites at court began to rise. Columbus was accused of failure to keep his promises to bring back immense wealth in gold, spices, and precious stones. In order to silence criticism and to carry out his plans for further exploration and settlement in the Indies, he proceeded to undertake another expedition. This time he took with him seventeen ships and 1200 men and directed his course to San Domingo, where he had left his little group of thirty-nine men. The first great disappointment of his second voyage was to discover that the fort he had built had been destroyed. The Indians explained that the entire group left in the fort had either died of sickness or had been killed in fights with Carribeans who were said to be cannibals from a nearby island. Not one of the 39 was ever seen alive and the exact cause of their disappearance was never known.

One chief purpose of the second voyage to America was to found permanent colonies, and many weeks were spent in locating good harbors where fresh water and good soil made permanent settlement possible. Isabella was the name given by Columbus to the first permanent colony founded in the New World on the island of San Domingo.

But ill fortune continued to pursue Columbus. One-third of his men became ill and he was obliged to send them back to Spain in twelve of his ships. Several expeditions were sent out to explore for gold in various islands, all of which brought back very encouraging reports but no very large amounts of gold. The island of Porto Rico and many smaller ones were discovered on this trip, but on the whole the second voyage can not be said to have added much to Columbus' reputation or glory.

His third voyage ended in humiliation and terrible loss of prestige, as he was arrested by the new governor of the islands and imprisoned on shipboard without the right to speak to his friends and finally sent back to Spain in chains. Upon reaching Spain he was able partially to vindicate himself, but he was denied reinstatement as governor. Columbus was very ill from exposure and over-exertion, but his determination to vindicate himself in the eyes of his sovereigns and enemies at court led him to undertake a fourth voyage. He discovered and charted the northeast coast of South America and Central America, which he added to the Spanish empire, but was not able to bring back any large amount of gold, and so failed in attaining his main purpose—winning for himself the good will of the king and queen.

Columbus should be remembered as a great lawgiver as well as a brave explorer. His plan of colonial government for the Indies showed better understanding of the problems involved than the rulers of Spain ever showed. The history of Spain in America would have been very different had her rulers accepted the plan of Columbus.

Columbus lived and died a devout Catholic in whose life religion played an important part. He gives God the credit

for good weather and every triumph he enjoyed. Each of his letters is headed with the sign of the cross, followed by the invocation *"Jesus cum Maria sit nobis in vito."*

He planned to establish a number of schools and missions in the Indies at once in order to educate and convert the natives. He made the vow that he would use the wealth of the Indies to free the holy sepulchre from the control of the Mohammedans.

In his last letters to his sons, Columbus asked that all just debts left unpaid by him be paid in full and that his friends who suffered with him on his fourth and most terrible voyage be properly compensated.

His last days were devoted to writing letter after letter to his sons, who were now attached to the royal household, asking them to intercede for him with the king in the effort to gain partial payment of sums due him from the gold now flowing from the new world. Silence was his only answer. His son Diego made no effort to petition the king until after the death of his father. On May 20, 1506, the great navigator passed away without receiving the rewards or honors to which he felt entitled. Thousands of schools, streets, and parks throughout the world named after the great navigator are evidence of the honor in which the present generation holds Columbus.

SAN FRANCISCO JUNIOR COLLEGE OPENS

August 26, 1935, was the opening date for the San Francisco Junior College, a moment that had been looked forward to for more than ten years by educationally minded administrators and citizens of San Francisco. The opening was made an event of importance. At the magnificent new opera-house in the San Francisco Civic Center the new student body was greeted by Superintendent Edwin A. Lee, Mayor Angelo J. Rossi, A. J. Cloud, president of the college; Doctor Eugenie Leonard, vice president; C. Harold Caulfield, president of the Board of Education, and Honorable Daniel C. Murphy, representing the State Board of Education, who read a telegram from Vierling Kersey, State Superintendent of Public Instruction for California.

The student body of 1900 of this newest of the junior colleges of California is as yet without a permanent campus or buildings. Owing to the kindness of the regents of the University of California, acting upon the advice of President Robert Gordon Sproul, the use of the University Extension Building, 540 Powell Street, has been granted free. The plan is to make use of this building in the morning and of the Galileo High School in the afternoons, while plans of a permanent nature are under consideration.

Superintendent Lee in his opening address to the students reminded them that they were the pioneers in a new institution and that as Argonauts they had the task of building for a great future. That as Argonauts they had hard work to do, and that it was up to them to work harder than they had ever worked before. Mayor Angelo J. Rossi spoke of the new institution as a great civic achievement, as it kept within the city confines 975 students that had been attending other junior colleges at a cost to the San Francisco school district of $90,000 each year. President Cloud greeted the students as Argonauts with a few well-chosen words, and said that the faculty and himself were there to aid them in their striving for further learning.

CALIFORNIA SCHOOLS OPEN

[*Continued From Page Three*]

The schools have kept faith with the citizens of the State of California. The high order of citizenship found in the practice of every-day living of any body of people in our population is the citizenship of the child in the classroom of the public schools in our state. The greatest bulwark of progress for the institutions of our government and for the preservation of our nation is our California school system. During 1935 this strength of the public school in support of dynamic, loyal Americanism is to be greater than ever before, for the teachers and school administrators do accept the challenge.

We plead for one thing as the school year opens, and that is coöperation—coöperation as between teachers and teachers' organizations, coöperation between administrators and teachers, coöperation between community, school administrator and teacher. Thus we all serve best the need which education must serve most—that is the well-being of the pupils in our schools.

The Tracy grammar schools, with Earl B. Shoesmith as superintendent, have availed themselves of SERA labor, and with the expenditure of $2000 have painted and renovated all school buildings.

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SAN JOSE CITY SCHOOLS ELEMENTARY PROGRAM

THE EDUCATIONAL work that a school superintendent can accomplish in any city or community is tinged by the nature of the people, the environment, and the educational programs that have gone before him. For the past fourteen years Walter L. Bachrodt has been Superintendent of the San Jose city schools, a city of more history and more educational background than is common in the West. The city was founded under authority of Spain on November 29, 1777. It was settled by Spanish, and later on large numbers of Italians came to its confines. The city in its business and school still feels the effect of Latin culture and temperament. San Jose is the seat of the second oldest normal school established in California. It was the first incorporated city in California, being incorporated by the State Legislature on March 27, 1850. San Jose was the site of the state's first capital when the first Legislature convened, December 15, 1849. In 1935 San Jose, with its 65,000 population, is the trading center of the famed Santa Clara Valley, whose fruits, grains, and vegetables are known in the markets of the world. An educational program is tinged by the nature of the community.

During these fourteen years Superintendent Bachrodt has been in San Jose, he has kept San Jose among the progressive education cities in California. He has built schools and he has secured men and women for assistant administrative positions who have been capable of adapting new ideas in education to San Jose conditions. Superintendent Bachrodt has become a prominent member of the California Teachers' Association and has been most active in forwarding favorable educational legislation in the State Legislature. San Jose has a school enrollment of around 15,500 in an educational system that is comprised of thirteen elementary schools, four junior high schools, one technical high school, one senior high school, one continuation high, and one evening high school.

In delegation of authority, Superintendent Bachrodt has been most successful. Eight years ago A. H. Horrall was made assistant superintendent and was placed in charge of the elementary schools and program. During these eight years Mr. Horrall has worked to such good effect in developing new courses of study and in carrying out the administrative duties relative to supervision that this year he was appointed as a member of the California State Curriculum Commission by the State Board of Education upon recommendation of Vierling Kersey, State Superintendent of Public Instruction.

The San Jose elementary schools program, as developed under the guidance of Mr. Horrall, has been a gradual growth. The first work undertaken was making new courses of study in the various subject fields by committees of teachers meeting in grade groups—a horizontal organization, and then representatives of these grade groups meeting with representatives of other grade groups of the same subject—a vertical organization, for integrating the work of the same subject field among the various grades.

A social studies activity in Switzerland.

In the beginning the work of the San Jose teachers was more of the formal type, but during the last few years the activity program has been becoming more than ever an accepted factor in the elementary schools. Mr. Horrall believes in using methods that gain results. If a teacher can accomplish excellent work by more formal methods, a change is not advocated. On the whole, however, the San Jose elementary system is working gradually into a whole-hearted acceptance of the activity program. This last spring Mr. Horrall visited a great many of the Eastern schools in which the more progressive methods of education were the background of the program, and in this way became acquainted with the latest developments in this field. The Lincoln School in San Jose had already adopted the activity program technique, and throughout the city teachers in various schools were permitted to carry on activity projects if they so desired. This current year the course of study organization is such that acceptance of an activity program can become a normal procedure.

Assistant Superintendent Horrall believes in controlled choice of activity work in the various grades. The units of work taken up must be within certain subject areas. The various grade areas that have been outlined are as follows: Kindergarten: The area includes a general interest program on the five-year-old level, as the circus, garden, community life, seashore, etc. The kindergarten is the one place where the children themselves determine to a very high degree what shall be undertaken. Grades One and Two concern themselves with home, school, and community. Low Third: Study of types of people with emphasis upon children rather than adults. High Third: Study of San Jose and Santa Clara Mission up to 1850. Low Fourth: Santa Clara County from 1850 to the present; emphasis upon industries. High Fourth: California and its relationship to the state and world. Fifth Grade: Study of North and South America, with one semester on the United States and the second semester upon our neighbors north and south of us. Sixth Grade: Europe, Asia, Africa, and Australia; an appreciation of the contributions those peoples have made for civilization.

As is customarily the case, the social studies have been made the core of the activity work, and the attempt is made to integrate all the activities of the day to one definite unit, with the exception of arithmetic, which is considered a definite drill subject and has a period of its own. If arithmetic can be worked into a unit of work, well and good, but its teaching is not left to chance by having no definite time for its study.

Another thing that Mr. Horrall insists upon is that one unit of work shall not be ridden to death, but that several units of work—at least three—must be taken up by each teacher each semester. The organization of the work in the sixth grade is a good sample of the work desired. The subject area is Europe, Asia, Africa, and Australia. The first semester is given to Europe. Instead of studying all of the countries of Europe cursorily, this procedure is outlined. First a week's overview of all of Europe is given. Then the teacher takes up not less than three units of work, selecting as the subject countries not of the same geographical region, as Italy for the Mediterranean region, Russia for the northern section, and The Netherlands for mid-Europe. In this way the pupil gains a fuller insight into and gains a better appreciation of a few countries rather than a brief view of all.

In the organization of the pupil's day, the periods are in field of endeavor rather than subjects. A typical day's program is as follows: Morning, the first ten minutes given to flag salute, health instruction, etc. Then comes the social studies period of discussion, construction work, research. Recess. Then the expression period in which occur oral and written work, spelling, and writing. Recess. Then motor activities in physical education. Noon. The first hour in the afternoon is appreciation period—music, art, literature; both apprecia-

A community life activity in the postoffice.

tion of the world's best and the pupil's own endeavors. The following period is one of skills and drill, in which arithmetic and language forms are stressed, and remedial work is given in writing and spelling. The last period is a reading period, which can be of recreational value or of research use for the social studies period. Remedial reading comes in this period, if the pupil needs such assistance.

The discussion period that occurs in the social studies section is considered by Mr. Horrall the most important period of the day. In this period, the teachers are trying to get the pupils to think for themselves and to express themselves upon the subject under consideration. In order to make these sessions real forums, where the furniture is movable, the chairs are formed into a semi-circle for the discussion. If old classrooms are used, the pupils move into side and rear seats so that a U group is formed. The idea is that in discussion the speaker must face all of his audience.

In working out these new features of the course of study in San Jose, Mr. Horrall has had full coöperation from his teachers. Especially in the high third and low fourth year subject area have his teachers been of valuable assistance. In these two semesters, San Jose city and Santa Clara County are studied. Materials have been prepared for both teachers and pupils in this field by Miss Crevola Bronson of the Lowell School and Misses Olympia Baker and Alice Raine of the Horace Mann School. Miss Bronson, for the low fourth, over a long period of years has collected material relating to Santa Clara County and has made this material available for teachers and pupils. The work of Miss Olympia Baker and Miss Alice Raine has concerned itself with San Jose and the Santa Clara Mission.

The illustrations of units of work developed in the San Jose elementary schools, as reproduced in this article, give a very clear indication of the excellent character of the work done and the evident delight of the pupils in doing it. These photographs are the work of George E. Stone of the San Jose State College and his class in photography, who had the project of making a pictorial record of typical elementary activities for the San Jose city schools.

W. M. CULP.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

*Annual Report of the Siskiyou County Free Library, 1934–1935**

By GRETCHEN D. KNIEF, *County Librarian*

In completing two decades of county library service in Siskiyou County on August 1, this twentieth annual report is a convenient point from which to survey both the past and the future of our county library and to rediscover and reaffirm the purpose of such service.

Use of Library.—The standard measure of usefulness of a library is generally considered to be the record of circulation of books among the population the library is supposed to serve. In our case, this covers the entire county, with an area of 6078 square miles, larger than the states of Connecticut and Rhode Island combined, and a population of 25,480, according to the last census. The increase in use of county library books between the years 1916 and 1935 amounts to 1997 per cent. During this period the circulation rose from 5836 books in 1915 to 116,559 in 1935. Even in the past year this use has increased 33.75 per cent, the 1935 circulation showing a gain of 29,918 books over that of 1934. It is also interesting to note how the circulation per inhabitant in the county has increased. In 1916 the average circulation per man, woman, and child living in the county amounted to less than a third of a book. In 1935 the circulation had risen to an average of more than four and one-half books per inhabitant.

Specific Use of Books.—In analyzing these figures, attention should also be called to the very practical use made of the county library by its patrons. Books and government pamphlets on geology and the latest mining methods are eagerly sought since mining is still one of the chief industries of Siskiyou County. Forestry and facts concerning the lumber industry rank next in importance. Patrons turn to the library to help them make a better livelihood. Thus one patron wished information on perfume making; another wanted to know how to prepare fine soap; a third, an architect, wished peasant designs for use on a large estate in our county, while another studied diseases of sheep. Many more studied electrical engineering, the operation of automobile and Diesel engines, and scores of other subjects. In other words, the county library means dollars and cents, bread and butter to these people. To supply their needs, it was necessary to borrow 754 books from other libraries, chiefly our excellent State Library at Sacramento. This number represents an increase of 65 per cent over the number borrowed in 1934.

Economical Service.—Increases in library expenditures have been far below those shown in service given. While our circulation rose 1997 per cent in twenty years, our expenditures increased but 285 per cent, or from $5278 to $15,087 during the same period. In 1916 it cost 90 cents to circulate a book. In 1935 it cost only 13 cents. This amount included all services and is far less than the general average maintained in libraries throughout the country. In fact, the county library cost averaged but 59 cents last year for every person living in the county. This is less than the price of two motion-picture shows, and not even half as expensive as a year's subscription to a good magazine.

The minimum standard of support for libraries, recommended by the American Library Association, to give the best service at reasonable cost, is one dollar per year per capita. So far, in the past twenty years this sum was approximated but once, in 1923–1924, when the county library tax rate reached 5 cents on the hundred dollars. For the best interests of the county library it is hoped that a similar tax rate may again be in force in Siskiyou County in the not too distant future.

Work With Branches.—In bringing books to our patrons throughout the county, we realize more and more the difference between a mere collection of books and true book service in a community. There has been, happily, an awakening among several communities in the county in regard to the great value of a community library. Outstanding example of this was Fort Jones, which bought the old Episcopal church and remodeled it with SERA help into a most attractive library and town hall. The interest and coöperative spirit shown by the residents of Fort Jones in this undertaking were highly commendable.

Prospects for the continuation of this interest in community libraries are bright. Etna residents voted a bond issue for the acquisition of a new library and town hall recently, and it is earnestly hoped that several other communities of similar size and need will take definite steps to acquire a library and reading-room large enough to care for the needs of the community. The worth-while contribution such a true community library makes to the civic and cultural life of each town can hardly be overestimated.

Fortunately for us, however, there is one thing even more important in the building up of good library service than library housing, and that is the type and quality of our library personnel. There were changes in the custodians of Dorris, Fort Jones, Hilt, Hornbrook, and Seiad Valley branches this year. Three of the five were trained at the central library for their new posts, giving them a better insight into the purpose and aims of branch work. All of our custodians have been coöperative and eager to learn ways and means of becoming more efficient. Several undertook reading courses in library work during the year, and on a recent question—"How have you tried to improve your service to patrons?"—the answers were numerous and illuminating. To cite but one of the many examples, one custodian reported that "These are some of the ways in which I try to improve my service to patrons: (a) To be impartially courteous and helpful to all patrons; (b) To acquaint them with the rules of the library; (c) To encourage them to make requests for good literature; (d) To educate children to care for books; (e) To acquaint myself with books so I may guide others in their choice."

With custodians of this type to represent the county library in its community branches, an untold amount of good can be accomplished in helping to make books the vital influences they should be in stressing "equal opportunities for rural children and the development of rural culture."

*To the Board of Supervisors of Siskiyou County, California.

Two new branches were opened during the year, one at Callahan and the other at Big Flat, making a total of thirty-two community branches now giving service in the county. The new stations fill a real need. Callahan had been without a regular branch for about ten years. Big Flat, on the very edge of our county in the Trinity Alps, is an extremely isolated locality, frequented chiefly by miners. Books were eagerly welcomed in both places.

Book Stock and SERA.—Much reading wears out books, and over a period of years without sufficient additions this causes a serious depletion of the book stock. Even this year, which was better than the last, we can show a net increase of but 659 adult books for the year, 393 fiction and 266 nonfiction. With over three thousand adult borrowers registered in the county, our new book stock must be spread very thin among so many readers. However, while we find our book stock not much larger than last year, it is in better condition. Under the SERA book-mending project sponsored by the county library, a total of 3149 books were mended this year, compared to but 625 in 1934. Books owned by the community libraries in McCloud, Mount Shasta, Etna, Fort Jones, and Dunsmuir were also repaired.

The beginnings of a slightly more adequate reference collection for our branches should also be mentioned. Three sets of the Encyclopedia Britannica, several new Webster's dictionaries, atlases, and a number of World Almanacs were supplied to our branches. It is imperative that branches be better equipped with reference books, since the giving of information and reference help is one of the first duties of a library.

Work With Schools. — Relations between school officials, both teachers and county officers, and the county library were most cordial and coöperative during the year. It was possible to make joint trips to various schools with members of the County Superintendent's staff, thereby effecting a considerable saving in traveling expenses for the county. The County Board of Education also showed itself most understanding and helpful in the discussion of school library problems, particularly in approving the purchase of more adequate maps and reference books for schools. The task of giving book service to seventy-three schools consumes the entire time of two members of the county library staff at present, and the work promises to increase in direct ratio as schools adopt the new unit type of teaching in our county.

Central Library.—The physical condition of our library building was greatly improved during the past year. The renovating and redecorating of the interior of the library done by SERA workers in February and the beginnings of shrubbery plantings around the building added much to the attractiveness of the library.

More important from the library standpoint, however, is the increase in service given borrowers from the central library. Students attending Yreka schools but ineligible to borrow from the Yreka Carnegie Library, due to residence requirement enforced in recent years, naturally turn to the county library for their reading. Adults do the same. The result is that this service now absorbs about half of one staff member's time.

Another service receiving special attention at the central library during the past year covered the needs of city, county, state, and federal employees in obtaining books, pamphlets, and documents on such subjects as city engineering, finger-print classification, taxation, social welfare, land utilization, and the like for them. It is hoped that all public employees and officials in Siskiyou County will avail themselves more and more of this service.

The county library also furnished a limited book service to the enrollers of the seven CCC camps located in Siskiyou County. These books, distributed through the educational advisers of the camps, consisted chiefly of vocational material to be used in the classes conducted by the advisers. Another service which was much enjoyed and appreciated was that given our foreign-born readers. The State Library is very generous in furnishing books written in foreign languages, which the county library then redistributes.

The supervision of libraries in schools and branches was at least partially resumed during the year, after having been at an almost complete standstill. One hundred and twenty-seven visits were made to ninety-six schools and branches, in comparison with fourteen visits the year previous. As the librarian is responsible for the proper and efficient management of all libraries in schools and branches, the constant supervision and systematic visiting of such libraries is an absolute necessity.

For professional growth, every member of the county library staff attended at least one session of our teachers' institute last fall and several attended the sectional meetings held for teachers in various parts of the county this spring. During the year the librarian spoke on library topics before five different organizations in the county. Official library visitors during the year were Miss Bessie Silverthorn, formerly librarian of Siskiyou County and now librarian of Stanislaus County, and Miss Blanche Galloway, librarian of Madera County and vice president of the California Library Association.

Needs of Tomorrow.—In the past twenty years the county library has outgrown its quarters three times. Yet since 1919 not a single new member has been added to its staff. It numbered four then—it numbers four today. In 1919 the library owned 29,772 books. In 1935 it owns 80,814. The circulation, even in 1920, amounted to but 52,605 books. In 1935 the same staff of four carried a load of 116,559 books circulated. Reference service and requests have increased in like proportion. That the efficient administration of a library is severely handicapped under such conditions need hardly be emphasized. Worse, the health of every library employee on such a staff is endangered. Plans should therefore be made without fail during the coming year to add another trained assistant permanently to the staff.

That the Board of Supervisors is aware of the crowded quarters existing in the county library is known from the fact that the matter was discussed on several occasions during the year, once officially. It is sincerely hoped that ways and means can be found in the not too distant future to take care of a situation which is growing steadily worse.

Conclusion.—Looking back over the twenty years just past, our records and experiences plainly show that the residents of Siskiyou County have used and enjoyed their county library. Our children are better educated because of it, our adult population better informed. The radio and the motion pictures have become strong competitors of books, yet every year shows more and more use being made of the library. The supervisors who so

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boldly and courageously took the step of founding a county library in the war-torn world of 1915 built a permanent monument to their administration, even as all successive boards have continued to uphold and support it in good times and bad. We have come two decades on our way toward "an equal opportunity for rural children and the development of rural culture," so far as our library is concerned. Still, much remains to be done. Yet, if we but keep this purpose of our county library before us, the coming years will bear even richer cultural and educational fruits.

For the splendid helpfulness and understanding of the Board of Supervisors in regard to all library problems brought to its attention during the past year, the county librarian wishes to express her deepest gratitude.

NOTES

Lois R. Wilson, president American Library Association, had issued the following statement to librarians:

"The U. S. Commissioner of Education is requesting for next year an addition to his budget of some $40,000 for enlarging the Division of Libraries. Included are specialists in children's reading and school libraries, public libraries, and college libraries, and experienced librarian as head of the division at a fairly good salary, necessary clerical assistants, etc.

"This is in line with the recommendations of the federal relations committee and the action of the A. L. A. Council at its meetings in Montreal and Chicago in 1934. Federal aid or federal control of libraries is not involved. Statistics, surveys, research, advisory service, publications—the kind of thing now done by the office of education for schools—are contemplated. Rather than go into further detail, we refer you to two brief statements in the A. L. A. Bulletin (29:60-62, Feb. 1035, and 29:229-30, May 1935). One very important service to libraries would be the presentation of the library point of view and the possiblities of library service to other governmental activities, both emergency and permanent."

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   d. Advice and assistance.
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   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1934, was 34,443.
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BOOK REVIEWS

"How to Draw With Pen, Brush and Ink," with drawings and instructive text on how to draw with pen and ink; reproductions of forty-nine prize-winning drawings and others of the scholastic Higgins' award contest. Bridgman Publishers, Inc., Pelham, N. Y. Price, $1.

This text has seventeen instructive chapters, with over one hundred drawings and renderings. Valuable lesson charts, data on black and whites, silhouettes, brush drawings, dry brush, split hair, techniques, wash drawings, and scratch board. A very instructive volume, beautifully done.

"Progress in English," by A. Mortimer Clark and Jaxson Knox. Publishers, Doubleday, Doran & Co. Price, $1.40. Book II.

There are two books to this series and Book II carries on the work of Book I. It is naturally on a more advanced plane than Book I and its organization is different; but the authors have the same direct approach. The purpose of this is to develop in students the ability to use spoken and written English correctly in such activities as are common to ordinary experience. In the work dealing with composition, only the essentials for correct, clear, and forceful writing are discussed, and consideration of principles beyond the students' powers of attainment are avoided. The work in grammar, tested by the criterion of usefulness, is confined entirely to such conceptions as function in aiding correctness of expression.

The Romance and History of the California Ranchos, by Myrtle Garrison, illustrated by William Johnson Goodacre. 206 pages. Harr Wagner Publishing Company, San Francisco. Price, $2.50.

The stirring history and romance of early Santa Barbara is accurately described in Myrtle Garrison's new book "Romance and History of the California Ranchos," with illustrations by William Johnson Goodacre, Santa Barbara artist. The book has just been published in San Francisco.

Reference is made in the book to some of Santa Barbara's founders, including Don Jose Raimundo Carrillo, who arrived with Gaspar de Portola in 1769. Among authorities listed as having furnished material on which parts of the book are based are the late Father Engelhardt of Santa Barbara, John Steven McGroarty, Bancroft, Chapman, and Helen Hunt Jackson.

The book is written with the object of instilling interest and enthusiasm for the preservation of California's historic adobes and to impress upon young Californians the importance of the founding of California and the beginning of the great industries of the state.—*Review from Santa Barbara Morning Press, August 8, 1935.*

YUBA CITY ELEMENTARY SCHOOL

The Yuba City elementary school, under the able direction of Chester D. Winship, was well represented at the summer schools this year. Most of the teachers attended the San Francisco State College, with some going to Chico and others to San Jose State College. Two of his teachers attended summer school in the Hawaiian Islands. Mr. Winship requires his teachers to attend summer school once in three years or acquire six units of credit during those three years, or to travel.

Every teacher in the department has special qualifications, and every teacher, including the first grade, is worked into the system, and when her class is out at 2:30 takes on arts and crafts or speech work or auditorium.

For the past two summers Mr. Winship has been attending the Shasta Summer Session of the Chico State College, where he has been taking courses under Robert Abbot, formerly of Fresno city schools and now in the Oakland school system.

Mr. Winship has always believed that the teaching of reading as a tool subject should be continued through the junior and senior high schools, and that it cannot be expected that such young children as are in the elementary school should have perfected the tool of reading.

A reading program has been carried on in which the Gates reading tests were given, after which a definite remedial course was planned and carried through the spring term. The children on a second test were found to have advanced an average of a grade and a quarter in reading ability in a period of forty days. This program will be continued next year through the entire school. Mr. Winship believed that the children were not reading as well as they were able to. He proceeded to find the reason and then develop the remedy. The Yuba City teachers are always 100 per cent behind any plans for improving teacher technique or placing special emphasis on any one part of the curriculum.

The school is a large one. It belongs to the county library and has an excellent library program.

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WESTERN SCHOOL NEWS

MRS. EDITH MOULTON of the Stockton School Department and member of the San Joaquin County Board of Education, went with her daughter, Doctor Mildred Moulton, to the University of Chicago this summer. Doctor Moulton last year taught a teachers' training class in workers' education at the university under the direction of the federal government, and this year she was requested to repeat the work. Mrs. Moulton accompanied her and attended lectures at the university which she found both interesting and valuable in her work.

THERE HAS just been made available the "Proceedings of the Panel Discussion" of the Los Angeles Kindergarten Club, held in Los Angeles on March 12 last. Panel discussions are always interesting to listen to, and they are exceedingly interesting to read. You get all the information, the different points of view, and something of the personalities of those who take part. This is rarely true in the strictly professional book. There is much of interest in this publication, and it includes discussions on the following subjects: "The Unit," "Dramatic Play," "Guidance Procedure," "Materials and Equipment." The people whose interesting arguments you will read are the following prominent educators in Southern California: Doctor Nila B. Smith, chairman department of education, Whittier College, and head of Broadoaks schools, Pasadena; Doctor Faye Adams, director elementary teacher training, University of Southern California; Miss Jane Bernhardt, director kindergarten teacher training, University of California at Los Angeles; Miss Ruth Angelo, principal Encino School, Los Angeles; Miss Grace Fulmer, member staff of University of Southern California; Mrs. Nelva Poor, principal Chapman Avenue School; Doctor M. Madilene Veverka, director elementary curriculum division, Los Angeles city schools. The pamphlet may be secured by writing to the Los Angeles Kindergarten Club, 301 Trinity Building, Los Angeles, and enclosing 54 cents, which includes tax and postage.

THE COALINGA SCHOOLS, under the genial and efficient leadership of Superintendent C. L. Geer, opened their new senior high school building on September 10. This building is one of the finest and most modern in the San Joaquin Valley. It was put up at a cost of $125,000. A unique innovation of the dedication was an invitation extended to all the trustees in Fresno County. They spent the morning in the Coalinga fossil beds talking with Mr. Geer on the subject of fossils, and when you've talked with Mr. Geer about fossils, you've not only gained a lot of information but, in modern phraseology, you have acquired "attitudes and appreciations" way beyond anything you can get from books, for he makes them live again. In the afternoon the trustees visited the new $60,000 swimming pool, which was built for both school and community and has been in use since early in July. In the evening the trustees (more than three hundred in number) were given a big chicken dinner, preceding the dedication exercises for the new building. There are many fine schools in Fresno County, and it is to the trustees, who have stood for good buildings and equipment and who have loyally supported the advanced educational program of County Superintendent Clarence Edwards and the many district superintendents, that the residents of the county owe their excellent schools.

THE FRESNO COUNTY FAIR was resumed this year after being discontinued for several years. The schools took a large part in the exhibits. In addition to the regular school exhibits, Coalinga sent two very interesting cases of Indian exhibits. The Coalinga schools always come off with many honors at the State Fair. This year they received ninety awards.

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Second Edition, is discussed in a seven-page leaflet by Thomas Henry Briggs, professor of education, Teachers' College, Columbia. It is one of the most interesting and comprehensive descriptions of a dictionary to be published, and yet so very human that you feel you have been most comfortably introduced to one of Professor Briggs' intimate friends. He begins by saying that it is a wonderful book, and then goes on to say: "As a matter of fact, it is several wonderful books in one. When pressed for time I hesitate, but never for long, to open its covers, for the item consulted almost invariably leads me to another, and, fascinated by every one, I find that almost before I know it an hour has gone. Some people think that they are confused by so much material. But it is convenient to have at hand what you *may* want—and sooner or later someone will want every item of information contained in the 3350 pages."

It is interesting to note that this second edition contains about 200,000 new entries.

There is also a new Webster's Elementary Dictionary for Boys and Girls, which is just off the press. Its large type and simple definitions make it usable as low as fourth grade. With the new types of curricula in the elementary field as well as in the secondary, dictionaries are heavily in demand. The fullness of the Second Edition of the Webster New International, and the simplicity as well as adequacy of the Webster's Elementary Dictionary for Boys and Girls, makes these books true friends to the new deal in education.

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HOTEL SUTTER'S NEW MANAGER

Personality of hotels is in the management. Several months ago Sam D. Adkisson, one of the most popular, likable, and well trained hotel executives of the West, took over the management of the Hotel Sutter, Sutter and Kearny streets, San Francisco. Mr. Adkisson succeeded the dean of hotel men of San Francisco, George Warren Hooper, who after forty years of successful work in the hotel business in San Francisco had retired to his pleasant ranch in Sonoma County.

In the wealth of experience that is behind Mr. Adkisson is ten years as assistant manager of the Hotel Fairmont under D. M. Linnard; the management for several years from its opening date of the new $2,000,000 Winthrop Hotel, in Tacoma, Wash.; the management of the Congress Hotel, Portland, Ore., and more lately the resident managership of the Whitcomb Hotel and William Taylor Hotel, San Francisco. Then came a year and a half's work in charge of a gold mine in Siskiyou County, which was disposed of last August. Just before accepting the Sutter management Mr. Adkisson was representing the Mayflower Hotel of Los Angeles in San Francisco.

Mr. Adkisson has in the Sutter Hotel one of the best of the moderately priced hotels in San Francisco. The service is friendly and the atmosphere kindly. The location of the hotel has much to do with its popularity. It is within a block of some of the finest stores of San Francisco—The White House, I. Magnin's, Gump's, etc. Within walking distance are famous restaurants such as Solari's, Pompeii Restaurant, The Fly Trap, the Golden Nugget. Some of the most famous florist shops in the United States are in the immediate vicinity, as Pelicano & Rossi, Joseph's, Charles F. Shellgrain, and Podesta & Baldocchi. Mr. Adkisson is hoping that school people when in San Francisco will make the Hotel Sutter their headquarters.

CALIFORNIA NATIONAL FORESTS

The *News-Bulletin* of the California region of the United States Forest Service reports a distribution among the eighteen national forests of California of $1,116,263. This was announced by Regional Forester S. B. Show. Work projects will include forest trails and roads, fire prevention and fire control, and the study of the development of fish and game resources. It is a splendid thing to have our forests cared for in this way, giving work to some people and improving the forests for the good and pleasure of others. A study of national forests is one of the best units of work that can be done in the elementary schools.

The many trips that were taken by elementary teachers to Mexico this summer are showing results in the schoolroom already. Activities on Mexico are getting under way wherever schools are open. Activities on the Panama Canal, the Hawaiian Islands, Alaska, and the Orient are also cropping up. The teacher who travels during the summer returns to the classroom eager to share her trip with her pupils in the most practical way she can. Through the activity program, this is made possible in a most realistic way. Because of its primitive Indian life and because of our Mexican heritage here in California, Mexico, perhaps, lends itself to this type of program more readily and more vitally than almost any other foreign country. Reports from people who attempted to drive say that the new road is very rough and difficult and that the train is the safest and most comfortable way to reach Mexico City.

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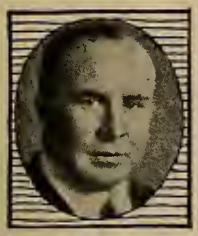

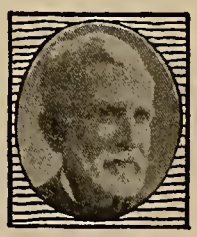

REACTIONS TO A GREAT CONFERENCE

By VIERLING KERSEY, *State Superintendent of Public Instruction*

The annual conference of public school superintendents of California recently so succesfully held at Coronado sends every school leader home to his responsibilities with very definite suggestions. It is this conference that sets the pace for public education in California each year. This cordial group of intimately associated professional leaders in California is outstanding. The hotel managements tell us that they are the finest convention group that they have the opportunity of serving. In return for this we should say that Hotel del Coronado is certainly an ideal conference place, and the weather this year was perfect.

There were in attendance at this conference superintendents and associates, Parent–Teacher Association representatives, representatives of teacher-training institutions, those from educational services in California, publishers and school equipment groups—more than eight hundred different individuals. Probably more wives and families were present this year than ever before, and we pause to indicate that a very fine sprinkling of boards of education members joined with the superintendents.

Harmony between boards of education, school superintendents, teacher groups, the Parent–Teacher Association, and others is the greatest basis for courage when educators vision their future responsibilities.

The Exposition.—Mrs. Vesta Muehleisen, member of the San Diego City Board of Education, state school educational chairman for the California Congress of Parents and Teachers, is also director of the Palace of Education at the California Pacific International Exposition. Mrs. Muehleisen knows how to prepare an exhibit of the most appealing type, and she has assembled an unusually fine display of what takes place in the most progressive schools in California, demonstrating that we are, in California, a fine public school system. Outstanding in that exhibit is a full-size nursery school in operation and an unusually fine hobby fair, indicating the activities of young people in our schools, so far as leisure time is concerned. The Palace of Education includes art and cultural exhibits, creative expression from our school children, animated, motivated, and vivid portrayals of classroom services for the child in the new school with the progressive teacher. What a fine thing to have such an unusual display of modern education as a part of the great exposition, the educational service directed by a member of a board of education and by a director of an important phase of education in the Parent–Teacher Association of our state.

Outstanding Meetings of the Conference.—All meetings at the conference were of such a nature that every one of the sessions would have to be classified under this heading. Some of the findings of the conference, as one reviews it in retrospect, would be the following:

A new society is developing. This is noteworthy in California. This new society demands a new school which will be able to keep up with the developing society and which as well will be able to direct in constructive manner the development of that society. Probably the most important factor in the development of the new school will be the new curriculum. I guess our old friend the curriculum came in for more panning, discussion, and expression of confidence than any other one factor in the whole educational set-up as considered by our conferences.

Another very important phase of interest that concerned the superintendents at the Coronado meeting was the relationship of the superintendent to the teaching act. Superintendent John Sexson presented an outstanding paper at the Monday morning session. Centering his theme around the need to see social development through "aspiration incorporated into human carriers," Superintendent Sexson said that "education in the United States is bound up with social, economic, and moral phases of life. If education in the United States does not succeed, it is futile to expect democracy to succeed." "Education," said Sexson, "must offer the kind of training which contributes desirable goals for society as well as for individuals." Right under this heading of tying the superintendent to teaching, it seems that all of our conference participants were definitely of the opinion that the superintendent and all his staff must know the learner better and must know the learning process better. The one sentiment that kept engaging me and stimulating my enthusiasm was that which seemed to pervade the conferences and had to do with the improvement of society, and it sent me home convinced of one thought which I am going to keep uppermost as I look forward to the new social situation, and that is the thought which centers around the "preciousness of man." The problems of getting on with geography and the materials of living are slight compared with the problems of having man get along with his fellow men.

The Resolutions.—The resolutions approved by the 1935 conference were outstanding. In addition to the usual expressions of appreciation, all of which probably are more or less matters of form, though nevertheless much worthwhile, the conference of superintendents definitely went on record as favoring a year of activity centering around new curriculum interests.

The superintendents expressed a determination to see federal and state relationships in educational matters clarified. They definitely committed themselves to the belief that administration is directly responsible for the improvement of teaching personnel.

The conference expressed itself as disapproving of those contests and activities of a local or statewide nature which in any way take the educational direction of the child out of the hands of the public school and the home.

The superintendents expressed themselves as deprecating any plan which would tend to allow public education as provided for in the public schools to be conducted under the direction of any private agencies.

The superintendents committed themselves to a restoration of confidence in the ways of peace as a means of settling the problems which engage peoples and countries.

An unequivocal expression of loyalty to constituted government and to the institutions of American democracy was asserted.

A special recognition and appreciation of the friendly attitude of the 1935 Legislature was incorporated into the resolutions.

A compliment to His Excellency the Governor was presented in the resolutions as a form of appreciation for the attitude and the coöperation with public education as extended through the office and the acts of His Excellency, Governor Frank F. Merriam.

—*Continued on Page Seven*

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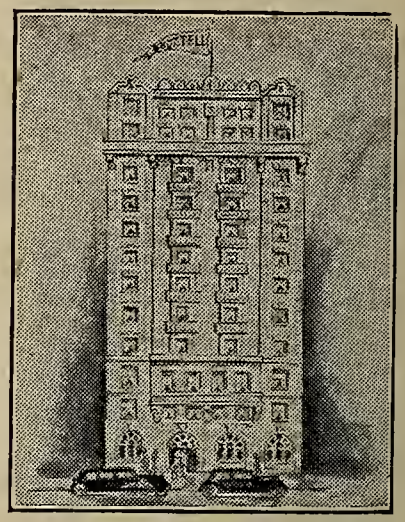

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VOL. XLI, No. 10 | SAN FRANCISCO, OCTOBER, 1935 | PRICE 15 CENTS

SOURCE MATERIAL FOR A THANKSGIVING ACTIVITY

BY VANZA NIELSEN AKER

"OUR HARVEST being gotten in, our Governour sent foure men on fowling, so that we might after a more special manner rejoyce together after we had gathered the fruit of our labours. They foure in one day killed as much fowle as, with a little help beside, served the Company almost a weeke."

This qnaintly charming account of the Pilgrim's first Thanksgiving describes the occasion as a day of feasting rather than a day of prayer. It was not until 1636 that we find any record of a celebration that parallels our own interpretation of the day.

In that year the settlers in one of the Plymouth colonies gathered "in the meetinghouse beginning some halfe an hour before nine and continued until after twelve aclocke," singing psalms, praying, and listening to the sermon of the minister. Then followed, according to their record, "makeing merry to the creatures, the poorer sort beeing invited by the richer."

The survival of this custom throughout the various stages of our evolving civilization is one of the truly American heritages given to us by our Pilgrim forefathers. But with the passing of the years many of us have lost sight of the religious significance of the day. To the average American Thanksgiving means visions of golden brown turkey dripping with sizzling juice, savory dressing, cranberries bursting in their bright red jell, spicy pumpkin pie, and various other foods that complement the Thanksgiving feast.

Man has always been prone to celebrate momentous occasions and days of great rejoicing with banquets and sumptuous feasts. The taste for food, not only from necessity, but from cultivation as well, is an inherent part of every individual.

This activity has been based on that inherent interest. Children, as well as adults, are vitally interested in food. It should not be difficult to motivate any unit of work based on a child interest that fairly exaggerates the importance of food in relation to the other necessities of life.

It might be well to begin this activity by telling the children of an unusually pleasant Thanksgiving you have experienced, placing particular emphasis on the dinner. Follow this with an oral language lesson in which the children tell of their own experiences, then a written lesson on the dinner.

When a satisfactory attitude has been created, lead the conversation so the children decide to make a Thanksgiving dinner table for the classroom. Wrapping paper or any heavy paper may be utilized and the finished product should be pasted on the blackboard.

The children will thoroughly enjoy planning a menu for their make-believe dinner party. If a lower-grade class is working out the activity, the teacher might find it expedient to lead the decisions to include the foods given as source material at the end of this article. In the event that the children do not already know how to spell the names of the foods on the menu, this might be an objective to be achieved before the menu is completed.

When the menu is finished, paste it close to the empty dinner table. The problem now is to fill the table with the foods listed on the menu. Before any article of food may be pasted on the table, its source and salient facts concerning its production must be studied by the class. In the upper grades the children can look up the food sources in encyclopedias and supplementary books. In the lower grades the teacher might take the source material and impart the information to the children through the development of a reading lesson.

After a food has been studied, the picture of it may be drawn by all the children, the best one to be pasted on the table. While the foods are being studied, and the table is being filled, a classroom frieze should also be in progress. Each food should be put not only upon the table, but upon the frieze.

The frieze, however, should not be merely a picture collection of foods, but should tell the story of the food, its source and production. This might be accomplished in a number of ways: the food might be drawn with the story of its history written underneath it, or the frieze might be a series of pictures that will tell the story of the food without the aid of a written history.

The possibility of correlating the subjects of the curriculum around this activity is almost unlimited. The price of foods, freight rates, the cost of labor, etc., can be computed to form the basis for motivated arithmetic. Food can always be the incentive for worthwhile lessons on hygiene. Spelling, reading, language, and social studies can easily revolve around this centralizing pivot. The activity itself will automatically involve writing and art, and music typical of the countries from which we import food could be utilized to round out the activity if so desired.

When the activity has been completed, the younger children would enjoy having a make-believe Thanksgiving dinner. They might sing the songs they have learned, have a program, and serve apples or popcorn balls which they have brought from home. This should leave the child with a very wholesome and pleasant attitude toward his Thanksgiving vacation.

MENU

Fruit Cocktail (bananas, pineapple, oranges).
Turkey. Potatoes. Cranberries. Beans.
Tomato Salad. Olives. Celery.
Pumpkin Pie (spices, sugar, pumpkin).

SOURCE MATERIAL ON THE FOODS INCLUDED IN THE MENU

BANANAS.—Today bananas are available to us at any time of the year, but it was less than a hundred years ago that bananas were first used in the United States. They were not produced here and methods of transportation were so slow that they would spoil during the process of shipping.

The banana is a native of the West Indies and Central and South America, although it is extensively grown in the Philippines, India, Africa, and in any hot climate where there is plenty of moisture. A few have even been grown in Florida and Southern California.

The banana tree has blossoms before it bears fruit just as the apple follows the blossom on the apple tree. We often receive an erroneous idea of the growth of the banana by seeing a bunch of

bananas hanging in a market. They are hanging *upside down!* The blossom end hangs *down* in the market, but when the fruit is on the tree the blossom end is *up*.

Bananas are cut while the fruit is still green so they will not become overripe while being shipped. Each year thousands of bunches are imported into the United States from the West Indies, the Philippines, South America, Central America, and Mexico.

The fruit is not the only part of the banana that is utilized. Parts of the flowers are sometimes used as a spice in making curry sauce, the dried leaves and stems are used to make mats, coarse twine, and rough paper. Even some of the coarse straw hats on the market today are made from the fiber of the banana.

PINEAPPLE.—The pineapple is also a native of Central and South America, but it is now grown in all tropical and many semi-tropical countries. It has reached its highest state of development in the Hawaiian Islands, where many acres are now under cultivation.

The pineapple is grown in rows much as cabbage and cauliflower are grown in the United States. The plants are but little larger than cabbage plants, but they have sharp pointed leaves which can injure severely the workers who are not careful, or who are not protected by leather gloves and heavy clothing.

Unlike the cabbage, which has to be planted every year, the pineapple plants bear eight or ten crops, although each plant produces but one pineapple at a time. When the crop is ready to be harvested, the pineapple is cut loose from the plant with a hooked knife. It is always picked before it is ripe, and if shipped whole is carefully packed to prevent bruising. However, most of the pineapple is canned before it is shipped to various parts of the world.

ORANGES.—Many years ago oranges were growing wild in eastern Asia, but they were very sour and bitter. After man learned how to cultivate them and improve their flavor, they became one of the world's most favored fruits. For many hundreds of years man has planted the orange tree in any part of the world to which he moved, providing the climate were suitable for its production.

Not so long ago plant explorers from the United States found a wonderful orange tree growing in Brazil. This tree produced large, deliciously flavored fruit without seeds. The explorers took shoots from this tree and sent them to California, where they were planted near the town of Riverside. This was the beginning of the great navel orange industry of California.

Oranges are grown in warm climates on trees that are green the year around. Ripe fruit, green fruit, and orange blossoms are often found on the tree at the same time. Different varieties reach their peak of development at various times of the year, so the orange crop is practically continuous.

TURKEY.—When the Pilgrims celebrated their first Thanksgiving Day, the Indian guests who had been invited brought wild turkeys to the settlers as tokens of their appreciation and friendship. Ever since then roast turkey has been associated with the Thanksgiving feast.

The wild turkey is a cousin of the pheasant and grew abundantly in the forests of North America at the time our country was being explored and settled. Some of the wild turkeys weighed thirty or forty pounds apiece, and sold for about twenty-four cents!

The early settlers tamed the wild turkeys and raised the young, establishing an industry that was not only to furnish food but to give work to many Americans.

POTATOES.—At one time Louis XVI, King of France, wore the flower of a potato in his buttonhole! He did this to draw attention to the potato, which had furnished food to European peasants at a time when other crops had failed.

The potato is a native of Peru, but was taken to England nearly three hundred years ago. It was such an important food in Ireland at a time of famine that it came to be called the Irish potato.

Potatoes not only grow in warm climates, but in climates that are too cool for many other plants. They are seldom grown from real seed, but from pieces of potato which are planted in the ground. Each "eye" of the potato sprouts and a new plant grows from this.

In Germany the potato is used to make a fuel for heat and for driving farm tractors.

CRANBERRIES.—The early settlers found cranberries growing wild in Massachusetts and used them for Thanksgiving and Christmas dinners. The cranberry is a native of Europe and of eastern United States, and grows in marshes where there is much moisture. Its berries ripen late in the fall and are ready for use about the first of November.

Many cranberries are still picked from the wild plants, but the majority of the cranberries we see in the market are picked from cultivated plants.

BEANS.—There are some varieties of bean that are natives of

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Europe, although the lima bean and the navy bean are natives of South America.

The dry-shelled bean is the best plant substitute we have to take the place of meat. The green bean, or "string bean," is a popular and healthful vegetable in the spring and summer, or at any season of the year when it is canned.

In colonial days, beans were planted between the rows of corn or along rail fences so the "pole beans" would have some support upon which to climb. The colonists often cooked the beans and tender grains of shelled corn together and made a delicious dish which they called "succotash."

TOMATOES.—The tomato is a native of South America and was brought into the United States after the arrival of the *Mayflower*. It was probably brought to this country by explorers who landed in Florida after having visited South America.

In early days tomatoes were called "love apples" and were thought to be poisonous. They were used only for ornament until about fifty years after the War for Independence.

In colonial days it would have been impossible to have had fresh tomatoes for the Thanksgiving dinner. Today they may be grown in California, Mexico, or South America, ripened just before Thanksgiving, and sent to any place in North America. Occasionally they are grown in greenhouses in the colder climates of the North at any season of the year, but they may be shipped into the country less expensively.

CELERY.—Our delicious garden celery which we use today was developed from a bitter weed which grew wild in Europe!

Celery is usually sown in hotbeds or greenhouses. When the young plants are strong enough to stand the weather, they are "set out" in rows in the open field. The growing celery must have an abundance of water to keep it from becoming tough and stringy, and must be protected from the bright sunlight. To do this, the soil is hoed up around the plant, or a shade is built of boards or canvas.

It takes celery more than a year to mature and be ready for the market.

OLIVES.—The olive tree is one of the most romantic and oldest trees in the world. It is a native of Palestine and was known and written about in Biblical times. The evergreen olive trees sometimes live to be a thousand years old.

They were brought to the United States by Spanish missionaries, who planted them in California. The olives that are used as relishes on the dinner table are soaked in lye to remove the bitterness of the natural fruit. Then they are rinsed and rinsed until all the lye is washed out. When this is accomplished they are pickled in a strong salt brine and made ready for consumption.

However, olives are more valuable for their oil than as a food. Olive oil is used for many purposes, including the making of salad dressings or the canning of fish.

PUMPKIN.—We have nothing to disprove the fact that the pumpkin seems to be a native of eastern United States. The early settlers found it growing abundantly on the Atlantic seacoast. When the first Thanksgiving Day was celebrated, the Pilgrim mothers made pumpkin pies for the bounteous dinner. Since that day the pumpkin pie has been almost a Thanksgiving Day tradition.

The early colonists at first mixed the pumpkin with corn meal and made a bread that was not very delectable. Later, when they learned to use it as a vegetable and as a base for pie, its popularity grew rapidly.

SUGAR.—Sugar comes from two sources: the sugar beet and the sugar cane. The early explorers who landed in the West Indies found sugar cane growing on the islands. It grows on stalks much like corn stalks and is produced in the southern part of the United States, Central and South America, Mexico, Africa, India, the Philippine Islands, Hawaii, and many other hot climates.

After the stalks of sugar cane are cut, they are run between heavy rollers which squeeze out the sweet juice. The juice is then boiled until much of the moisture has evaporated and a thick cane syrup is left.

The syrup is again heated until all the moisture is gone and the grains of sugar are formed. When these grains of sugar are crushed the resulting product is confectioners' sugar or powdered sugar. When the sugar is pressed together, just before the moisture is entirely driven out, we have cube sugar.

Our white sugars come from refineries where the "raw sugar," or the first sugar obtained, is refined and whitened. Brown sugar is a poorer grade of sugar made from the brownest syrup, or molasses.

Beet sugar is made from sugar beets in much the same manner that cane sugar is made from sugar cane.

SPICES.—In olden times, before the era of refrigerators and modern canneries, the people used spices and flavorings in an effort

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to enjoy the decayed food which they were forced to eat in order to prevent hunger. In the light of this, it is not strange that during the time of Columbus the people of Europe were demanding more and more of the fragrant spices from the East. It was this demand that led to the discovery of America.

Spices of some sort are found in nearly all the tropical countries of the world. Most of them come from plants. Clove comes from the flower bud after the petals are gone. Mint and sage come from the leaves of the mint and sage plants; nutmeg is a seed; cinnamon comes from the bark of a bush or small tree, while ginger comes from the root of a tree.

Black pepper, which is so universally used as a seasoning, is obtained from the ground berries of the pepper tree. Allspice also comes from the fruit of a small tree. It is not, as is commonly supposed, a mixture of spices. It received its name because it smells and tastes like cinnamon, nutmeg, and clove combined.

A BOOKMAN VIEWS THE CORONADO CONFERENCE

By WILLIAM M. CULP

THE 1935 ANNUAL CONFERENCE of the county, district, and city superintendents of schools of California, held at the Hotel del Coronado, Coronado, October 7, 8, and 9, was distinctly a working conference. Vierling Kersey, State Superintendent of Public Instruction of California, had designated as the theme for the conference "Public Education Is Readjusted." The theme brought forth more "down to earth" discussion than is usual at an educational conference.

While preparation for life in a new social order was mentioned many times, the question of indoctrinating for any set new social order did not arise for heated debate.

Superintendent Vierling Kersey, in his opening address, "Education Never Stands Still," made a very clear presentation of the problems facing the modern educator. Mr. Kersey is practical in his suggestions, human in his approach, and possessed of a sincere warmth of fellowship toward his fellow workers. These are the essentials of true leadership.

Mr. Kersey was followed by John A. Sexson, Superintendent of Schools of Pasadena, who expounded educational theory in the manner for which he is noted.

Doctor Paul Robert Hanna, associate professor of education, Stanford University, gave in five minutes the finest exposition of the conference on why the new school must be educating for a different social order than that of the past.

Frank A. Bouelle, City Superintendent of Los Angeles city schools, had the honor of being the chairman at the first session of the meeting. At this first session, Miss Ada York, County Superintendent of Schools of San Diego, greeted the superintendents in behalf of the school people of San Diego most graciously.

The charm that always pervades Hotel del Coronado gave an added zest to the conference. The huge patio was at its most colorful stage. Buginvileas of scarlet and cerise, great masses of vine rising in instances from trunks of eight-inch thickness or twining around palm trees, heightened the morning sunshine. An Australian flame tree was in full bloom with its brilliant red flowers. Hibiscus of varied pastel shades were here and there. Two palm trees high above the green grass had clusters of fruit together with tasseled sprays of drooping bloom. The drone of navy hydroplanes was a constant daytime concomitant. The Silver Strand stretched out toward Mexico covered with much seaweed. The Pacific Ocean waves came in quietly. The hotel lobby buzzed with convention talk.

The two panel conference sections of all superintendents on "The New School Will Be the Product of the New Curriculum" and "Public Relations and Publicity" created the most comment of the week.

Doctor Edwin A Lee, Superintendent of Schools, San Francisco; Doctor E. W. Jacobsen, Superintendent of Schools, Oakland, and Doctor Percy R. Davis, Superintendent of Schools, Santa Monica, proved to be among the most versatile of section chairmen in their running comments.

Lester B. Rogers, dean, school of education, University of Southern California, in discussing "Administration for the Greatest Improvement of Instruction," shot more pointed barbs at the superintendents than practically any other speaker.

Walter L. Bachrodt, Superintendent of Schools of San Jose, was down to the hows and wherefores of the manner of obtaining helpful publicity for the public schools.

George G. Mullany, director of educational publications, San Francisco, in his remarks on "Public Relations and Publicity" as to be achieved through a school department, was both witty and to the point.

Doctor Frank W. Hart, professor of education, University of California, Berkeley, put himself on record most forcibly in regard to means of achieving favorable publicity for public education

J. H. Bradley, Superintendent of Schools of Modesto, was chairman of the section devoted to problems of the emergency.

C. L. Geer, district superintendent of schools of Coalinga, opened the addresses at the banquet for the California Congress of Parents and Teachers and Superintendents.

Miss Helen Heffernan, chief of the division of elementary education and rural schools, State Department of Education for California, gave some very definite information as to "Techniques in Current Curriculum Construction" for the elementary schools.

Doctor Aubrey A. Douglass, chief of the division of secondary education, State Department of Education, California, appeared at his first superintendents' conference in his new position as head of the secondary school work in California.

Jerome O. Cross, Superintendent of Santa Rosa schools, was chairman of the luncheon meeting of the Phi Delta Kappa. It was the largest attended meeting in California in the history of the society. Mr. Cross, also pinch hit for Walter T. Helms, Superintendent of Richmond, in the section meeting devoted to a discussion of the city superintendent and the city board of education.

Willard S. Ford, chief deputy Los Angeles city schools, was much commented upon for a wonderful short address he made before a luncheon meeting of the Phi Delta Kappa.

George H. Meredith, assistant city superintendent, Pasadena, was in the center of more educational discussions than practically any other member of the convention.

Sam H. Cohn, deputy superintendent of public instruction, had the task of presenting new legislation for California schools to three groups all in one afternoon.

Guy A. Weakley, district superintendent of schools, El Centro, was chairman of a section of district superintendents that considered the "Business Administration of a District Superintendency" and "New Legislation." Frank W. Wright, district superintendent, El Monte, took part in the discussion on "New Legislation," and George N. Hale, district superintendent, Azusa, and W. Max Smith, district superintendent, Merced, discussed the "Business Administration of a District Superintendency."

MISS HELEN SUE READ was appointed to a primary supervisorship in the Los Angeles County School Department by Superintendent A. R. Clifton this past year. Miss Read came into the new position from the Garvey school system, where she had been supervisor for four years. Miss Read is a graduate of Teachers' College, Columbia University, with a degree of B. S., in 1929. At Columbia Miss Read specialized in the primary department and in 1929 also supervised practice teachers there in grades 1 and 2. Previous to coming to California, Miss Read was in the Kalamazoo, Mich., and Glencoe, Ill., schools. Miss Read is the author of the Social Science Series for grades 1, 2, and 3, published by Charles Scribner's Sons in 1928–30.

REACTIONS TO A GREAT CONFERENCE

[*Continued from Page One*]

Old-Timers.—It was pleasing indeed to note the presence of so many of the old-timers. Several of the superintendents who were present at the 1935 Coronado meeting were present in 1896 at the first annual convention of public school superintendents in California, which annual convention was held at Hotel del Coronado. Previous to 1896 the conventions of public school superintendents were held on a biennial basis. It is almost impossible to list the names of all the old-timers who have meant and do mean so much to public education in California without missing some. We noted with sincere regret the absence of the dean of county superintendents, Brother G. P. Morgan of Tuolumne County, who, because of a slight cold, was unable to heed the call of his associates and be with the group at Coronado. Superintendent Dan White of Solano County is probably the one county superintendent who was present in 1896 at the first Coronado meeting. A few city and district superintendents who were present and several of those who are usually present, including the book men and others, had much pleasure in renewing recollections of the early days.

Will C. Wood.—Great leader and outstanding friend of all who meet in the name and spirit of California education, Will C. Wood, now retired from activity in our profession, always commands a word of greeting from the superintendents of California. A greeting of friendship, a wish for strength, a rousing sentiment of cheer were ordered conveyed to the former state chief.

Public Relations.—In addition to the regular group of county, city, and district superintendents, there were delegates representing the California Congress of Parents and Teachers, who were present at every session of the conference. A representative from the California Taxpayers' Association was in attendance. Representatives of the League of Women Voters, the California Federation of Women's Clubs, the Association of American University Women, the president of the Trustees' Association, and representatives of teachers' associations, all of these having most particular interest in the Wednesday morning public relations section meeting. To this meeting were brought points of view from business, government, trustees and boards of education, superintendents, and the university. The purposes of this public relations meeting as planned when the program was arranged were to bring together those agencies and groups interested in adequate progressive educational opportunities for all the children of all the people in the State of California. Public relations programs, it seems, have shifted from an emphasis upon propaganda in favor of education and expanding educational expenditures and services to the development of understanding on the part of parents, citizens, and taxpayers of what is and should be a modern, progressive, adequate educational program for a community. The conclusions of this meeting seemed to be that through understanding of the school there can develop sufficient support for the school It likewise was the conviction of the group that, if the friends of education unite, the enemies of education are at once defeated. The approval of a coördinating national program of public relations for education was unanimous. Local, state, and national interpretation of education seem to be essential.

"Lobbying."—To me the finest spirit of fellowship that has ever prevailed at any superintendents' conference or convention of superintendents prevailed at the 1935 session. Around the lobby, up and down the Strand, over at the Exposition, on the porch, in the dining-room, over the card table, around the discussion bench, there appeared a gracious feeling of coöperative, unified friendship and fellowship. Deliberations, conferences, and presentations were lacking in antagonism, in heat, in violent differences. Through understanding and friendship, conference and confidence, come unity of purpose. How evident was all of this at Coronado. We may hope for many conferences as good as this one; I doubt whether we can plan for a better one. We return to our tasks with enthusiasm, with new points of view, with renewed vigor for the tasks of the year.

William John Cooper.—The impressive moment of silent recollection of Mr. Cooper and the beautiful sentiment of tribute to his life were the embodiment of all our thoughts of this great man.

Mr. Chenoweth's committee summed in appropriate and brief words the thoughts of admiration and recognition which all superintendents extended to the former city superintendent, state and national leader.

To the family were expressed warmest thoughts of friendship and well wishing.

New Officers Elected.—For the forthcoming year the officers of the California Association of Public School Superintendents were elected:

President—Cornelius B. Collins, County Superintendent of Schools of Imperial County.

Vice President—Mrs. Leolla Riffe Schott, County Superintendent of Schools of Plumas County.

Secretary—Richardson D. White, City Superintendent of Schools of Glendale.

Treasurer—Robert Bruce Walter, District Superintendent of San Gabriel.

Charles W. Wiggins, district superintendent of the Healdsburg grammar school, is looking forward to being in a new grammar school plant, located upon a new site, next September. The old grammar school site has been sold and the board of trustees have purchased five acres east of town for the new school. The new plant will cost approximately $70,000. The building will contain thirteen classrooms, cafeteria, library, offices, shop, and auditorium of 500 capacity. The construction will be of wood frame with stucco exterior and tile roof. The type of architecture is Spanish in effect. One of the new features of this new building is the including of an activity-room between each two classrooms.

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THE UNEMPLOYMENT PROBLEM AMONG TODAY'S YOUTH

MILLIONS of young people all over this country, just out of school, between the ages of 16–24, can find no employment. The Federal Office of Education at Washington is launching a nationwide attempt to analyze the situation and help eliminate this youth problem. It has been proceeding along three lines: First, to find out through surveys the conditions, interests and needs of youth; second, to discover the variety of activities set up in various communities to meet youth needs; third, to map out detailed plans for a comprehensive, nationwide youth program, designed to reinstate the confidence of our young people in their country and to give them the self-reliance which the progressive development of the nation demands. Sixty cities will soon be invited to take a youth census. They are requested to coöperate with the Federal Office of Education at Washington in order to more ably analyze their local problems and to secure more accurate information about the education and the desires for education among young people. "One of the great difficulties in dealing adequately with the youth problem is our lack of exact knowledge," said Commissioner Studebaker recently. "We know from observation that millions of young people are finding the greatest difficulty in bridging the gap between the school and employment."

It is certainly the aim of education as a social institution to find a worthwhile occupation and useful niche in life for every youthful member of society.

THE SOUTH PASADENA city schools, under Superintendent George C. Bush, are in a program of reconstruction of the school buildings in regard to earthquake hazards in a better financial condition to undertake this work than practically any other city in Southern California. Superintendent Bush and his Board of Education were determined that the pupils should not be put into tents. Consequently, the tearing down and reconstruction of one unit is completed before another unit is demolished. In relation to funds, the high school had an unexpected balance of $185,000. The State Board of Equalization authorized the Board of Education to spend this money for materials in the reconstruction program. Labor was provided for by the SERA. As a result, three projects are on at the high school. A $30,000 one-story shop building is being constructed. The household economy building has been razed and a $35,000 one-story fine arts structure of new design that includes all the latest devices necessary in fine arts education is being built. This summer the manual arts building will be torn down and a $35,000 one-story science building will be started. Eventually the plans call for the rehabilitation of the main administration building and auditorium. In the elementary field there was a balance of $47,000 for reconstruction purposes. The plan there calls for the construction of a new plant on each grammar school site and then the razing of the older school building. It was considered less expensive to build a new plant than to repair the old one. The money allowed for this purpose will have to be supplemented by a federal appropriation.

W. K. COBB, Superintendent of the Ventura County schools, since the first of the year has been making plans for an increasingly effective county school system. His knowledge of the problems of his county comes from seven years as director of child welfare, attendance, and physical education in the rural schools of the same county under former Superintendent Mrs. Blanche T. Reynolds. Reorganization of his staff has been made necessary by the retirement of Miss Clara H. Smith as director of rural education at the end of this school year. Mr. Cobb has promoted Miss Edla L. Schreiner, assistant director, to the directorship of rural education. Miss Schreiner has been six years in the county department, knows the rural problems, and previously was a teacher for years at Bardsdall, in the county system. Miss Edna Armstrong, supervisor of art in the Ventura County schools, will continue with the same work and have general supervision. Mrs. Amy W. McKee continues as music supervisor. A new addition to the corps was made this spring by the appointment of Fred Newcomb, formerly of the Ventura High School, to the position of attendance supervisor with general supervision assignments. Superintendent Cobb is also working upon a county recreation department to be run in conjunction with the county school setup. A new course of study is being undertaken in which the county department is working closely with Mrs. Gladys Potter, assistant chief of the State Department of Rural Education. Mr. Cobb is a graduate of Pomona College of the class of 1917. He had his M. A. in education from the University of Southern California. Before coming to Ventura he was in the Los Angeles city schools in the child welfare department.

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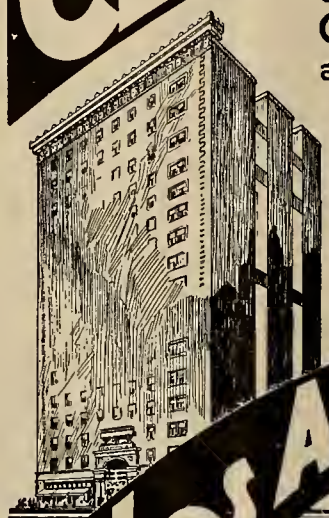

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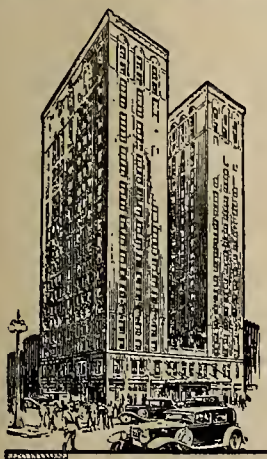

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library.

Librarians and Teachers at Work on the Problems of the Elementary School Library

BY HELEN HEFFERNAN,
Chief, Division of Elementary Education and Rural Schools, California State Department of Education.

MODERN EDUCATION places its emphasis upon the development of attitudes and interests rather than the acquisition of factual information. As a result, the functioning of the school has been profoundly affected. A new type of educational program is evolving which organizes the school around experiences which challenge interest, stimulate curiosity, require problem solving, and inspire creative expression.

The textbook, useful as it may have been in an education designed in terms of the mastery of academic learning, is an insufficient tool to meet the new demands. The first-hand experiences the modern school tries to give must be supplemented by extensive vicarious experiences acquired through a broad reading program. The provision for such a program requires the complete understanding of teachers, principals, librarians, superintendents, and parents. One of the most fruitful areas for professional study at the present time is that of library service to elementary school children.

Early in the fall of 1934 the organization of a statewide committee to study problems related to the library in the elementary school was undertaken. The committee consisted of members selected as follows: Ten members from the California Library Association selected by the president of the association, Eleanor Hitt; five members from the School Library Association of California, Southern Section, selected by the president, Katherine Folger; five members from the School Library Association of California, Northern Section, selected by the president, Joyce Backus; and ten educators primarily engaged in elementary school work selected by Helen Heffernan, chief Division of Elementary Education and Rural Schools, State Department of Education.

Purposes of Statewide Committee.—The committee has functioned as a Southern Section and as a Northern Section. Each section has undertaken specific problems, but the committee as a whole has reviewed the reports and offered valuable criticisms and suggestions.

In the preliminary meetings of the committee, the following purposes were agreed upon:

1. To prepare material for the guidance of elementary teachers in the field of children's literature.
2. To prepare material for the guidance of elementary school teachers to aid in the effective integration of literature in the unit of work curriculum.
3. To prepare material on the place and use of the library in the elementary school for the guidance of teachers, principals, supervisors, and superintendents.
4. To indicate desirable standards for the training of elementary school teachers in the areas of library usage, in children's literature, and in the function of the elementary school library in modern education.

Pleasure Reading for Boys and Girls.—The Southern Section of the committee devoted its attention to the first purpose, namely, to prepare material for the guidance of elementary school teachers in the field of children's literature. State Department of Education Bulletin No. 16, 1935, "Pleasure Reading for Boys and Girls," represents the completed report of this committee. The committee was entirely aware of the many excellent lists and guides to children's literature available on the market, but believed that there were distinct advantages in providing a carefully classified list which could be readily accessible as a state bulletin to teachers in service and teachers in training. The annotations have been prepared to give the teacher a knowledge of the content without attempting to evaluate the book by means of laudatory descriptive words. The presence of a title in the list is evidence that a conscientious group of librarians and teachers believed it meritorious.

The unique feature of the list is the indication of grade placement and vocabulary difficulty. These data were drawn in part from the Winnetka study incorporated in "The Right Book for the Right Child,"[1] but chiefly were supplied by Doctor Alfred S. Lewerenz of the Los Angeles City School Department. The committee acknowledges with appreciation this valuable coöperation.

The committee hopes that this list will aid teachers in the guidance of the pleasure reading of boys and girls, and that, by helping children to select books in accordance with their interests and reading ability, deep and abiding interests in literature may be established. The committee hopes, further, that this bulletin will aid fathers and mothers in directing the reading of children during their leisure hours while in school and during the long vacation periods.

It is recommended that this list form the basis for first purchase in elementary school libraries being established in response to the demands of the modern school program for more recreatory reading. Well established libraries serving elementary school children may wish to check their offerings against this list, so that as teachers guide children's reading the titles suggested may be available.

Personnel of Southern Section.—The personnel of the Southern Section of the committee on library problems in elementary schools is as follows: Members appointed by the California Library Association are: Irene Branham, supervisor children's work, Kern County Library, Bakersfield; Gladys English, department librarian in work with children, City Library, Los Angeles; Alice Burgess Lewis, supervisor boys' and girls' department, Public Library, Long Beach; Jeannette C. Morgan, director City School Libraries, San Diego; Claire Nolte, head children's division, County Library, Los Angeles. Members appointed by the School Library Association, Southern Section, are: Jasmine Britton, supervisor of libraries, city school department, Los Angeles; Edith Crandall, library and textbook activities, Los Angeles; Grace I. Dick, librarian city schools, Pasadena; Katherine Scales, librarian Frances E.

[1] A graded buying list of children's books. New York. John Day Company. 1933.

Willard School, Long Beach; Mrs. E. Riddell White, librarian Lindbergh Junior High School, Long Beach. Members appointed by the State Department of Education are: Jay D. Connor, director of elementary education, San Diego; Corinne Seeds, principal University Elementary School and assistant professor of elementary education, University of California at Los Angeles; Lorraine M. Sherer, director curriculum division, Los Angeles County schools, Los Angeles; Leila Ann Taggart, general supervisor Santa Barbara County schools, Santa Barbara; M. Madilene Veverka, supervisor of kindergarten and primary grades and course of study section, Los Angeles.

A subcommittee of the Southern Section was primarily responsible for the preparation of pleasure reading for boys and girls. Claire Nolte served as chairman of the subcommittee, assisted by Irene Branham, Jasmine Britton, Edith Crandall, Gladys English, M. Madilene Veverka, and Mrs. E. Riddell White.

The entire committee reviewed the work of the Southern Section and offered suggestions for omission and addition of titles, so that the project in its completed form represents the composite opinion of the statewide committee.

The Library in the Elementary School.—The Northern Section of the committee directed its attention to the third purpose, namely, to prepare material on the place and use of the library in the elementary school. State Department of Education Bulletin No. 17, 1935, "The Library in the Elementary School," represents the completed work of this committee.

The committee has refrained from a dogmatic treatment of a subject which still requires much research and experience. The library in the elementary school is of too recent development to attempt to determine standards which the committee would adhere to over any long period of time; to determine the desirable training for teachers and librarians in their relationship to a service only in the process of being defined is a similarly hazardous undertaking.

This bulletin aims rather to indicate the trends that progress will probably take in the immediate future. The bulletin is designed to give in brief scope the place of the library in the modern elementary school, its organization and administration for use by elementary school administrators, supervisors, and teachers. The professional librarian will be familiar with the techniques presented, but the adaptation of these techniques to the elementary school situation may be of service to the trained librarian.

Personnel of the Northern Section.—The personnel of the Northern Section of the committee is as follows: Members appointed by the California Library Association are: Alice Anderson, librarian State College, Chico; Joyce Backus, librarian college library and head department of librarianship, State College, San Jose; Jewel Gardiner, librarian Teachers' Professional Library, Sacramento; Margaret Girdner, librarian Galileo High School, San Francisco; Margaret Van Dussen, head school department county library, Fresno. Members appointed by the School Library Association of California, Northern Section, are: Ruth Fleming, librarian State College, San Francisco; Gertrude Miller, librarian Teachers' Professional Library, Stockton; Carolyn Mott, teacher–librarian, William Land Elementary School, Sacramento; Helen M. Price, librarian University High School, Oakland; Dora Smith, instructor department of librarianship, State College, San Jose. Members appointed by the State Department of Education are: Leo B. Baisden, assistant superintendent for elementary and special schools, Sacramento; William S. Briscoe, assistant superintendent Oakland public schools; Marion Dunbar, teacher Commodore Sloat School, San Francisco; A. H. Horrall, assistant superintendent of schools, San Jose; Ruby Minor, director of kindergartens and elementary education, Berkeley.

The entire committee reviewed the work of the Northern Section and offered suggestions and criticisms. The published bulletin, therefore, represents the composite opinion of all members.

Professional Preparation of Teachers in Children's Literature.—As school and public libraries are making children's books more and more available, the direction of the reading of children becomes increasingly a problem for teachers. To determine the extent to which state-supported institutions for the education of elementary school teachers were recognizing this problem, a study of the circulars of information of the seven state colleges and of the general catalogue of the University of California was made. The fact that all the preparation a teacher may be receiving in a certain area of experience cannot be determined by the presence or absence of specific courses designated by title is recognized; in the field of children's literature some material may and probably is given in courses in elementary school methods and curriculum. Such information, however, cannot be ascertained from the printed description of the education courses.

Two of the institutions whose programs were studied offered no courses in children's literature. In two institutions, two-unit elective courses were offered in children's literature; one of these was given in the education department and the other in the English department.

One institution, making the most extensive offering in children's literature, had one three-unit course listed in the education department's program. It was described as "a study of the history of children's books; aids and principles of selection of books, poems, and stories for the kindergarten and primary grades." The same institution offered three three-unit courses in the English department described as books for (1) the intermediate grades, (2) junior high school students, and (3) senior high school students. All of these courses are elective, although "the college authorities reserve the right to add to these (requirements) for all students who need to overcome weaknesses. . . . children's literature for those who are not acquainted with children's books. . . ."

Three institutions require a course in children's literature as a part of the program of professional training. In one institution a two-unit course given by the English department is required of candidates for the kindergarten–primary credential; in the second institution a three-unit course given by the education department is required of candidates for the kindergarten–primary credential and may be taken to satisfy three units of a twelve-unit English requirement by candidates for the general elementary credential. In the third institution a three-unit course given by the education department is required of candidates for the general elementary and junior high school credentials. This institution does not give training for the kindergarten–primary credential.

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A study of the programs of the colleges indicates that an important subject is not receiving the emphasis it deserves. The modern school demands that teachers be effectively trained in a knowledge of children's books. In view of the fact that ability to evaluate children's book in terms of appeal to children's interests, literary quality, and reading difficulty is indispensable to competent teaching, it is not unreasonable to recommend that at least one course providing a comprehensive survey of children's literature be required of elementary school teachers. The emphasis in courses in children's literature on the kindergarten and primary materials would seem to indicate that the important juvenile literature for older children is not being given the attention essential to prepare teachers for effective work in the guidance of children's reading.

The bulletin "Pleasure Reading for Boys and Girls" may serve as a convenient guide for professional courses in children's literature. A teacher equipped with a genuine acquaintance with the materials listed should be a source of inspiration to children making their first explorations in the land of books.

Professional Preparation in the Function of the Library.—Although the programs for the education of teachers list no courses specifically on the place and function of the library in the elementary school, courses in elementary education should and probably do give varying degrees of emphasis to the problem.

In reality, the modern school library is the curriculum. Teachers must be prepared to guide children to the use of materials outside of textbooks. The unit of work curriculum demands the consultation of many books and periodicals; it demands a search for the answers to questions in a variety of materials.

In institutions preparing teachers for the elementary school field increasing attention should be directed to the area presented in the bulletin, "The Library in the Elementary School." The future of progressive practices in elementary education is largely dependent upon the development of library facilities and library methods of instruction.

Future Work of Committee.—The statewide committee will continue its activities during the present school year. In general, the purposes of the committee will be to:

(1) Promote the use of the bulletins prepared by the committee.

(2) Prepare material for the guidance of teachers to aid them in making literature an integral part of the units of work which constitute the curriculum.

(3) Suggest plans for closer coöperation between children's departments of public libraries and elementary schools.

(4) Continue study of professional preparation of teachers in children's literature and in the place and function of the library in the elementary school.

The work of the committee during 1934–1935 has been an unusual demonstration of the effectiveness of coöperative effort of groups working upon a mutual problem. Librarians and school people brought their varying points of view to the specific problems. The ultimate solution frequently represented a point of view originally held by neither group, but containing the best elements from each. The committee has illustrated by its successful accomplishments the effectiveness of the techniques of a democratic society.

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Chiyo's Return, by Chiyono S. Kiyooka. Doubleday. Price, $2. This young Japanese girl returns to her own country after ten years in American schools and here tells a charming tale of her impressions and reactions. Excellent picture of the Japan of today. High school, and older.

The Boy Scout's Year Book of Stories About Dogs. Appleton. Price, $2. With such authors as Terhune and Darling listed, this should prove one of the most popular of these annual collections. Grades 7–8, and high school.

In Calico and Crinoline, by Eleanor Sickels. Viking. Price, $2.50. Very ably told and interesting narratives of the part played by courageous pioneer women in the development of America. Excellent format with Ilse Bischoff's illustrations. High school.

Before the Conquerors, by A. Hyatt Verrill. Dodd. Price, $2. Relates the remarkable adventures of a 17-year-old American boy on an archaeological expedition into South America. Numerous authentic photographic illustrations. High school.

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NEW MACMILLAN BOOKS

"Home and Family," by Helen Mougey Jordan, M. Louisa Ziller, and John Franklin Brown. Publishers, The Macmillan Company. Price, $1.60 list.

In this book the authors have selected for consideration the high points of home and family life and have suggested, both by example and precept, methods of dealing with the problems of the art of homemaking. Enough positive information is presented in the different fields to lend significance to the problems and relationships. No one can read the units on the successful family, or child development, or the family as an institution, for example, without getting considerable detailed information concerning family activities, along with some understanding of the personal and social significance of the family.

"Fundamentals of Home Economics," by Milton B. Jensen, Mildred R. Jensen, and M. Louisa Ziller. Publishers, The Macmillan Company. Price, $1.68 list.

This book brings together related materials found in many different sources. It provides a thorough course in cooking and sewing and encourages a study of the art of homemaking, emphasizing the relationship between the home and the community. The book is divided into three parts, and each part is again divided into three or more units. It has been designed for the junior high school level, but should prove useful in any beginning classes in home economics. Although the larger units are so arranged that they may be used in the present order, an attempt has been made to keep each unit relatively independent of the text material immediately adjacent. This makes it possible for a teacher to use the units in any order which she may desire or which the practice in her school system dictates. Most of the lessons in this book have been tried out by student-cadet teachers. There are 417 pages, illustrated throughout, and it has many constructive drawings.

Every successful book must pay the expense of publishing ten failures.

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WESTERN SCHOOL NEWS

AN INSTITUTE OF INSTRUCTION of much more than usual interest and value was that planned and carried out for the Federal Emergency Education Program in San Francisco, during the early part of September. This institute was organized and conducted by the director of the Emergency Education Program, Arthur H. Chamberlain.

The speakers included Superintendent Edwin A. Lee; President Roberts of the State Teachers' College; Professor Leon J. Richardson, Extension Division, University of California; Robert F. Gray, director of research and adult education, San Francisco; Honorable Vierling Kersey, Superintendent of Public Instruction; George C. Mann, chief Division of Adult and Continuation Education in California; Honorable C. Harold Caulfield, President of the Board of Education, San Francisco; George C. Jensen, assistant superintendent of schools, Sacramento; Professor Charles E. Rugh, University of California, and other prominent educators.

There were general sessions, panel discussions, and group conferences extending over a period of four days. The Emergency Education Program covers over one hundred different subjects and caters to some six thousand adults, with some two hundred teachers on the staff.

WALTER H. NICHOLS, for many years principal of the Palo Alto High School, passed away early in October. Mr. Nichols was much loved by both faculty and student body. He possessed a rare understanding of boyhood and was the author of a number of books for boys, of which perhaps the best known is "Trust a Boy."

AMONG the art exhibits at the California Legion of Honor, in San Francisco, are samples of creative art from the Berkeley schools, and also a special exhibit of the work of tiny artists in San Francisco primary grades.

THE PASSING of William John Cooper has left many sorrowing friends. To bookmen, schoolmen, parents, and children he was equally kind and thoughtful and had a personality whom none could forget, no matter how slight the contact. A brilliant and kindly leader has gone, and we mourn him.

NEW GUIDE TO CONSTITUTION

TEACHERS in California schools will be interested to know that there is available at a very low cost an excellent outline and study guide for both the history and text of the United States Constitution. It is called "Kirby's Course of Study for the United States Constitution," and is planned for use of the child in the junior high or the upper elementary school grades. This book is receiving a warm welcome from teachers whose responsibility it is to impress upon the mind of the child the duties and privileges of citizenship in this country. The specific aims and directions for study, reference material, unit tests, and review questions contained in this publication provide the teacher with an opportunity to achieve real results in this field of study. "Kirby's Course of Study for the United States Constitution" is published by the O. B. Marston Supply Company, 324 North Central Avenue, Phoenix, Ariz.

Over 35,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is California Teachers Association?**
   It is the one state professional organization in which teachers of all types are affiliated.
2. **What are its aims?**
   C. T. A. works to improve school conditions. It protects educational interests. It sponsors favorable laws and prevents adverse legislation.
3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership December, 1934, was 34,443.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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STATE BOARD OF EDUCATION MEETS

Vierling Kersey, State Superintendent of Public Instruction, called the regular quarterly meeting of the State Board of Education for October 4 and 5 in San Diego. Several matters were transacted which are of great interest to the school people and to other groups interested in education. Among these was the acknowledgement by the board of a resolution received from the Central Labor Council of Alameda County, indorsed by that body September 23, 1935, calling attention to the fact that in certain localities in the State of California schools were closed for the purpose of permitting children to work in certain agricultural activities at the expense of their education, and expressing objection to child labor in competition with adults. The State Board of Education concurred in the sentiment expressed by the Central Labor Council of Alameda County, and expressed disapproval of child labor in all forms, as well as disapproving of any plans that interfere with the regular educational program of children in the public schools of the State of California.

The application of the Stockton High School for permission to establish a junior college on the high school departmental basis was approved.

The State Board of Education approved the clarification of a plan for exchange teachers in accord with new legislation under School Code Section 5.408 to include (1) exchange teachers from another district and (2) exchange teachers from other states and foreign countries.

Two new members of the California Curriculum Commission were appointed to replace members whose terms have expired. Miss Gertrude Cross, Oakland, replaces Miss Gladys Moorhead of Los Angeles. She serves as a representative of the classroom teachers of the elementary schools. John F. Brady of San Francisco replaces Miss Willa Marsh of Fresno as a representative of the junior high schools.

Miss Cross is one of the outstanding teachers of the Oakland system. She teaches in the Edwin Markham School, where she conducts the fifth and sixth grade cycle. She is said to be not only an excellent and practical teacher, but possessed of a broad knowledge of curriculum and thoroughly professional in her attitude toward the schools. She is a Californian, born in Visalia, her father a former judge in Tulare County. She is a graduate of the San Jose State Teachers' College and has continued her study through summer session work at University of California and University of Southern California.

John F. Brady is the principal of the Everett Junior High School. He is a graduate of St. Mary's College, securing his A.B. and M.A. degrees from that institution. He later attended the University of California, securing an LL.B. from the College of Law. He is at present president of the San Francisco Municipal Employees' Retirement System, and vice president of the C.T.A., and is a former president of the San Francisco Teachers' Association. He works with untiring energy in behalf of the teachers and of progressive education. He is to be found working efficiently in every movement that comes up which is for the betterment of the schools. Any visitor to the Everett Junior High School finds there an atmosphere of friendliness about the office and the school rooms which is inevitably the reflection of a principal who is 100 per cent in his human relationships. It may be interesting to baseball fans to know Mr. Brady topped the ladder at St. Mary's and U. C. in baseball and was known to baseball circles at that time as "King Brady."

The California Curriculum Commission will shortly begin an intensive study of history textbooks, grades four to eight, preparatory to making recommendations for adoptions to the State Board of Education.

CALIFORNIA SCHOOL TRUSTEES

The California School Trustees' Association held its fifth annual convention at Pacific Grove early in September, meeting there for three days.

Mrs. Florence C. Porter, a member of the State Board of Education, is the executive secretary of the association. She reports an excellent meeting well attended, and one in which she feels there was no let-down in interest and enthusiasm through the entire period. More than a hundred guests attended the luncheon held on Saturday, at which Vierling Kersey, State Superintendent of Schools, was the speaker. Honor guests included Sam H. Cohn, deputy state superintendent of schools, and James G. Force, County Superintendent of Schools of Monterey County. Mrs. Porter presided at this luncheon.

The general meetings and the banquet were attended by members from many educational groups.

The California School Trustees' Association is representative of all parts of California, and is primarily interested in protection and advancement of free public education. Legislative representation was maintained in Sacramento during the recent Legislature, and the organization concerns itself with only matters of educational and school importance.

That the school trustees of the state should come together in a convention of this type, discussing legislation, building programs, and the general betterment of schools, is indicative of continued well-being for the educational program in California.

The school men must look to the trustees and to the boards of education for support of their plans, and whenever there is a sound up-to-date program under way we should be aware not only of the educational leadership of the community, but also of the thinking and progressive trustee or board member whose support and coöperation has made possible the success of the school system.

Election of officers: Mrs. Florence C. Porter, a member of the State Board of Education and of the City Board of Education of Bakersfield, continues as executive secretary of the association. John J. Allen, Jr., director of the Oakland Board of Education for many years, is the new president; Albert Launer, prominent attorney in Fullerton, is first vice president, and G. L. Aynesworth, attorney in Fresno, is second vice president.

NOEL COWARD'S "BITTER SWEET"

San Francisco will recapture its past glory as an operetta capital Monday night, October 28, when J. J. Shubert, veteran Broadway producer, brings the beautiful Evelyn Laye to the Curran for a limited engagement of the Noel Coward operetta "Bitter Sweet."

Miss Laye, whose cameolike beauty and thrillingly lovely voice have made her the toast of two continents, created the leading rôle in "Bitter Sweet" in New York and in it delighted Broadwayites for an entire year. Mr. Shubert has surrounded his star with a lavish production and a splendid cast of singers and players. The hauntingly lovely quality of the "Bitter Sweet" music is well known through radio and phonograph records, but the Shubert production will be the first of the operetta "in the flesh" in San Francisco.

The versatile Noel Coward, who wrote "Cavalcade," "Private Lives," and "Design for Living," is responsible for the melodies, the lyrics, and the story of "Bitter Sweet,"

The engagement will be a limited one and mail orders are now being filled at the Curran box office. "Bitter Sweet" will be the first of a series of operettas which Mr. Shubert plans to bring to the Curran during the winter season.

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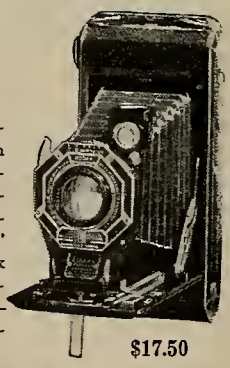

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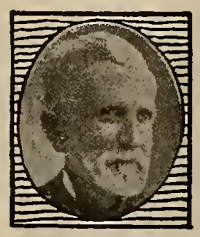

NEWS AND COMMENTS FROM THE STATE OFFICE

By VIERLING KERSEY, *Superintendent of Public Instruction.*

Teacher Welfare.—The attitude, personality, and health of the teacher in the classroom are among the most important aspects of the educational system.

It is significant then that in California, rather generally throughout the state, boards of education and civic and parent–teacher groups are following the leadership of school superintendents in plans for long-term programs in connection with health standards for teachers, mental hygiene and personality services for teachers, sick leave with pay, insurance for teachers, increased and readjusted salaries for teachers, and single salary schedules.

In keeping first things first for the school children, the happy, healthy, adequately paid, well-trained teacher, who is protected in position so long as efficient service is rendered, is the greatest measure of public school adequacy in our state.

Early Childhood Education.—No more significant development in the entire field of social welfare has taken place in the last fifty years than that movement which during the last three years has gained so much strength, especially in the State of California, and which has to do with the early years of childhood.

Mothers who have been forced to work, living conditions which did not plan for children, contraction of school services during the depression, and advanced age of school admission, the elimination of welfare services for many areas of our state, the crowded conditions in schools, unemployment, poverty, the mobility of population, and the movement of families from cities to rural areas, all have had a distinct bearing upon the early childhood years. Having noted this lessening of opportunity in advantage for younger children, all of those agencies in California interested in early childhood years met in a statewide conference for the purpose of doing long-term planning in this important area of child life. Such groups as those interested in nursery schools, parent education, kindergarten education, primary grades of elementary school, infant care, child health, recreation, and mental hygiene join together in one common purpose. It was surprising to note the manner in which it was possible for these people to find a basis for united action, the manner in which coöperation could be secured, and most of all the unity in purpose for the general advantage of the small and young children.

A series of statewide committees dealing with this problem, which involves the unification, clarification and enrichment of all those services which bear upon early childhood years, is under way. Other agencies are to be bound in with this great unified effort to have the home, the school, and community service of every sort united in the enrichment of the influence of the home during younger years, the unification of public services for children, the restoration and improvement of school facilities, and instruction for the child of tender years.

Seeing.—Throughout the State of California there is a very active development of interest in connection with sight conservation, improved lighting in homes, schools, public buildings, the early treatment of eye disorders, and the general development of a consciousness of the importance of sight, the need for its protection and the proper treatment of the common difficulties which affect vision.

The most significant developments in this connection are those which have to do with the present tendency on the part of all interested in this connection to join together. A recent conference, called by Doctor French of the California School for the Blind, brought together those in industry, those in the medical profession, those in the profession of the oculist, those in the profession of the optometrist, and those in education in its various phases as it has relationship to this problem.

The inauguration of a statewide program was the result of this conference. The ramification of the interests of these various parties is certain to be most extensive. As one who has looked at this important area and the concern of the teacher with much interest for a long time, it seems to me that there is much that we can all do. More than ever, I am convinced of the importance of sight as a sense and sight-saving as a responsibility. I am certain that united effort will produce new materials which teachers will find of great help as they deal with their problems in the classroom.

School Buildings.—It is a great compliment to the activities of California school superintendents, school boards of education, and community interests concerned about schools that so many projects have been approved by the federal government in connection with the allocation of federal grants to local communities for Works Progress Administration projects. Thus far, approximately 60 per cent of the money allocated to California under the stimulation program for new work for the forthcoming year has been allocated for the construction of school buildings.

The general attitude of the people of the various school districts of the state who have been called upon to vote on school bond elections has been encouraging and favorable. Not infrequent to see are records in this office where bond issues have carried by as much as 14 to 1. It is hoped that the continuance of this attitude of favorable support for improved schooling conditions will continue and that adequate school facilities in terms of need for every child in the state may be the united aim of all community interests.

The Youth Program.—Probably no more significant announcement has been made in connection with the entire recovery program than that which indicated that youth was now to be given consideration in national plans for reconstruction and recovery. This announcement was, of course, especially pleasing to school people and to those interested in the welfare of young men and women. It is certain that the most important element to be given consideration as we plan for new and chang-

[*Continued on Page Six*]

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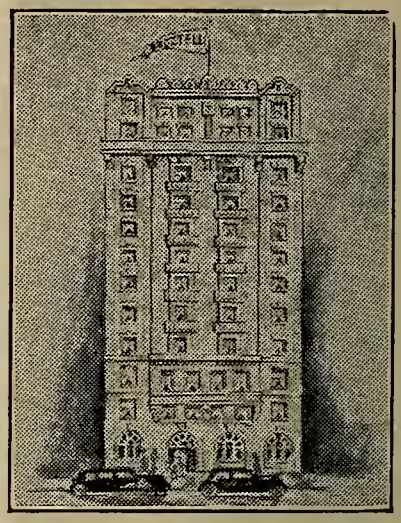

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VOL. XLI, NO. 11 | SAN FRANCISCO, NOVEMBER, 1935 | PRICE 15 CENTS

PEACE ON EARTH

BY ALICE HAND

SCENE—Living-room of the Moore family; location, big Western mining town. Large decorated Christmas tree centrally placed, with space for children to dance about it. Side entrance.

CHARACTERS—Mrs. Moore, Mary and Ted Moore; Katrina represents Holland; Anne, Canada; Ramon, Mexico; Oscar, Scandinavia; Guido, Italy; Milosav, Serbia; Marie, France; Frieda, Germany; Wilhelm, Switzerland.

[Costumes, national background, anthems, folk songs, could motivate classroom projects. The keynote to interpretation should be spontaneity. Additions to dialogue as here presented could be made by students—such as entrance greetings, commentary on costumes, applause.]

TIME—Christmas Eve. [*Mary and Ted with their mother, are putting the finishing touches on the tree. Before the curtain goes up, they are heard singing "Jingle Bells."*]

TED—I can hardly wait to see the children all dressed up in those holiday clothes from far-away lands!

MARY—Neither can I! That's the fun of living in a mining town the way we do. Think of it! Nine families all living close to us whose mothers and fathers once celebrated Christmas, each in a different land!

TED—I guess they've told their boys and girls hundreds of times just how Christmas is celebrated where they came from!

MARY—I told each one of them to sing something just outside the door from his nation! We are to guess from that which country it is.

MOTHER—Hark! there's someone coming now. I know *that* song at any rate. [*Canada's national song is heard outside the door.*]

ANNE—[*enters singing then*]—Hello Ted; Merry Christmas, Mrs. Moore and Mary. Goody, Canada is here first. But all the others are coming along close behind me.

WILHELM [*enters singing last of Swiss yodeling song*]—How was that for a real yodel? My, what a fine tree! [*Turns to door*] Whow! Who's that booming in?

GUIDO [*finishes chorus of "Santa Lucia" at door*]—Italy, of course. Buon Natale, folks. That's "Merry Christmas" in Italian. You ought to hear my father sing "Santa Lucia." He came from Naples once.

MOTHER—I hope I *shall,* some day, Guido! Run, Ted, and let little Marie in. I'm sure that's the "Marseillaise" I hear.

MARIE [*enters breathlessly*]—Oh, it goes so high, that Marseillaise of La Belle France! But I do love it! Oh, but the tree—how hee-yew-ti-full!

WILHELM—Hey, listen! That must be ol' Oscar shouting out that Swedish tune all his family are so crazy about.

OSCAR [*entering with a prance*]—I can skip a dance to that. My mother taught me. I'm named after Oscar the great King of Sweden.

ANNE—And I don't believe either one of you are a bit bashful! Ho, ho—Hark! Make way for Mexico!

RAMON [*entering upon conclusion of song about "The Three Wise Men"*]—Felice Navidad, senors and senoritas! That was a song about the "Three Wise Men." Down in Mexico they bring you presents instead of Santa Claus.

GUIDO—Be quiet, for sake of your ears! That must be Milosav singing the Serbian national hymn!

MILOSAV [*entering*]—Oh, oh, please excuse! I almost didn't get here. The Yule log! I went with father—I caught the first chip—good luck—I—I—

OSCAR—Katrina! Katrina! I hear her wooden shoes coming klack, klack. She doesn't need her song about Holland to help us guess her!

KATRINA [*bursts in panting*]—What a race I had to get here before Frieda! I lost one shoe, but Germany's last!

FRIEDA [*who has been heard singing "Tannenbaum" in the distance, rushes joyously in*]—Last, but not least! How happy and jolly everyone looks! Come on, all of you far-away Christmas people, let's *all* of us sing "Tannenbaum" and dance around the tree to make it happy too!

[*Led by Frieda, they skip hand in hand about the tree singing one verse of "Tannenbaum." They stop in a group about Mrs. Moore.*]

MOTHER—Bravo! Bravo! Now, all of you settle down cozy—cushions, chairs, floor. Then each one of you little nations in turn step up by singing "Tannenbaum," and in her honor say the little verse about far-away Christmases that I know each one of you are prepared to say. Listen all of you, and try to make pictures in your hearts of the Christmas lands you hear about.

MARY—Like Phillips Brooks said, I learned it last Christmas:

Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow peaks stand solemn and white,
Christmas where corn fields lie sunny and bright,
Everywhere, everywhere, Christmas tonight!

TED—A good starter! Now, Sweden, you're farthest north, you lead off with your Christmas.

OSCAR—

Norway and Sweden, starlit lands,
Make Christmas happy. Little hands
Help clean and sweep till houses shine.
Then rice and fish and goose—they dine!
And even the birds bless Christmas Day;
Great sheaves of wheat bring twitters gay.
Old games are played; old songs are sung.
In every spire, church bells are rung.
Trees bloom with light. By reindeer sped,
Kris Kingle comes with gifts in sled.
"Glad frille" all the children cry
From sleighs that pass each other by!

MARY—Fine. Come on, all of us—"Glad Frille" Sweden, and thank you. Up on your wooden shoes now, Miss Holland!

KATRINA—

Saint Nicolas, Dutch children hail;
On Christmas night he does not fail
To pass upon his milk-white steed.
In glee the children plan to feed
This noble horse! With oats they fill
Their wooden shoes, and by the sill
They let them stay till good Saint Nick
Comes riding by! White horse eats quick;
Saint fills the empty shoes with toys
And candy for good girls and boys;
But if a child has not been kind,
A switch alone Nick leaves behind!

MOTHER—I'm sure *you* would never find a switch in your shoe, Katrina. Next La Belle France. Speak up clear for her, Little Marie!

MARIE—Merci, madame—I will!

Christmas for the girls and boys
Of sunny France brings lovely toys;
The dolls "petit Noel" gives out
Lead all their kind, without a doubt!
Great spangled hoops entwined with green
And trinkets gay in homes are seen.
"Good news" it means—the French "Noel"!
"The Christ is born," sings every bell;
The Yule log burns for old and young;
The Wise Men walk; "Noels" are sung!

TED—Come, all of us—Bon Noel, Bon Noel, Marie!

MARY—Your turn, gay little Germany!

FRIEDA—

The German children plan for days
To carry out old Christmas ways;
They love to have their gifts handmade;
With thanks, their labor well repaid!
Their "Tannenbaum" is weighted down
With toys well known the world around.
Such cookies—cut in shapes of glee,
Mouse, cat, or dog, fat clown—all wee!
Fine gifts from Christ-child robed in white
Gold crown, gold wings! All hearts are light!

MOTHER—Like your own, little Frieda! So Santa Claus in Germany is Christ-child, just as in France. Come, little yodeler, step out and speak for Switzerland, home of William Tell!

WILHELM—

Swiss children love their Christmas white;
Snow mountains tower in their might.
An Angel drives down all the streets
With load of trees decked gay with sweets.
He leaves a tree for each good child
With gifts for all—this Christ-child mild!
A midnight mass ends Christmas Eve;
Bells jingle sweet; whole families leave
The hearth for sleighing parties gay;
Good neighbors make good holiday.
For Christ-child's guide, three candles bright
From every window shed their light!

OSCAR—That's nice—but tell us, Wilhelm, did your father ever get an apple shot off his head?

TED—Never mind that now, Oscar. Milosav, suppose you tell us some more about that lucky Yule log chip.

MILOSAV—

For Slavic child-Rumanian, Serb—
A Christmas pig with spice and herb!
On Christmas Eve, Yule log is hewn—
The first oak-chip brings happy boon
To him who catches e'er it falls.
The children there, make Christmas calls
Upon their neighbors, bearing high
A great white star. Beneath the sky
They sing the legends of their land;
Accept their gifts—the merry band!

MARY—I'd like to see that great white star. Come—let's travel south. Your turn, little Italy!

GUIDO—

In Italy the children wait
On Christmas Eve beside the gate
For Mother Goose—Befana kind;
On broomstick mounted, she must find
Each home where Christmas faggots burn
And Christmas presents fill the urn!
Beside the hearth the children prance,
And laugh and sing; their elders dance.
They go to church. They love the scene
Where sheltered in a stable mean
The Christ-child lies in Mary's arm
And Angels guard him from all harm!

TED—Befana—Mother Goose! That's a new kind of a Santa Claus! But nice, too! Now—swish, swush—and we're over the ocean and onto our own North America, where Canada and Mexico and United States are all good neighbors! Canada, speak up for the British!

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Anne—

In Canada, the British child
Has joy upon enjoyment piled!
Midnight chimes and starlit sky;
Yule log flaming bright and high;
Carols ringing; frosty air;
Mistletoe and holly there!
Christmas tree—sweet smelling, tall;
Christmas gifts for one and all;
Goose or turkey roasted nice;
Rich plum pudding full of spice.
Games and fun with skates and sled;
One last song then off to bed!

Mother—Christmas is always a glorious time for the English! It's a bit more solemn down in sunny Mexico. Tell us about it, Ramon.

Ramon—

In Mexico, on Christmas Day,
The children go to church and pray;
Each year they build with loving care
The pretty scene in stable bare,
Where Christ was born, and Wise Men came,
And shepherds cried his Holy Name!
No Christmas trees; a jar hung high—
A blindfold child with stick draws nigh;
He strikes; if lucky, hits the jar;
It breaks; out-bouncing near and far
Come sweets and toys—a scramble gay—
"Piñata" closes Christmas Day.

Mary—What fun, and how nice! Oh dear, that's all, and wasn't it interesting!

Ted—What do you mean—that's all? What about United States, I'd like to know.

Mary—Goodness, Ted, how could I have forgotten our own United States? Come on, young man—do the honors for your country!

Ted—Indeed I will, though Christmas here doesn't need *much* explaining!

Long, long ago, to our wide shore
Came folks from twenty lands or more.
They made this home; they came to stay!
And for their children Christmas Day
Brings young and old true happiness—
It's guardian, Santa Claus, no less!
Reindeer rushing; stockings hung;
Turkey roasted; good hymns sung;
Friendliness for great and small;
United States brings cheer for all!

Mary—And here's a Christmas cheer for Ted's Christmas verse, and for United States, and for all the Christmases in every other land. All together now! [*They cheer.*]

Mother—Good! A cheer for Christmas happiness—it's the same in every land throughout all the world that knows the beautiful words the Angels sang when Christ was born—"Peace on earth, good will to men." That's the true spirit of Christmas—Peace! And that's the real spirit behind all Christmas giving! In some lands that spirit is Petit Noel or Christ-child, or good Saint Nicholas; or a lovely Angel, or the Wise Men who brought gifts to the little child Jesus to show their gladness, or kind Befana, or our own dear rosy old Santa Claus. But, whoever it is that the children thank, that one stands for the Christ spirit of faith and kindliness and happiness!

Mary—Peace on earth—good will to men—how soft and beautiful it sounds! [*Turns suddenly and smiles upon the nation children.*] Why, who knows—maybe if all the children and all the mothers and fathers of all the lands who know Christ could come to know *each other* very well and *like* each other just as we do here tonight, and if thy could stay Christmasy all year round, *maybe* there might be peace on earth forever and ever! No more war and unhappiness. Just friendliness and peace!

Mother—That's a lovely thought, little daughter—a fine one to finish this evening when we have come to know the Christmas Spirit in many lands!

Ted—Hark! There they come! The Carol Singers. Let's bring them in. I know they'll like to meet ten nations!

Mother—By all means! What could be a nicer end for Christmas Eve?

Mary [*throws open door*]—Merry Christmas, singers all! Come in, the nations welcome you!

[*The carolers file in singing "God rest you, Merry Gentlemen." They group themselves about the tree with the little nations in the foreground and sing as many carols as seem desirable—the curtain descending on the last verse of Luther's Cradle Song*]

NEWS AND COMMENTS FROM STATE OFFICE

[*Continued from Page One*]

ing social orders is the element of young men and women who are actually to conduct this new social order.

As the State Department of Education has been called upon from time to time to pass comment and express itself in connection with the youth program, it has been the policy of this office to recommend a threefold program:

1. The first phase of the program to include custodial services which involve adequate plans for taking care of mobile youth of no permanent residence. This phase of the program also should in a normal manner make available work opportunities with proper promotional encouragement, so that youth would in its work opportunities not feel the futility of the usual made-work plan.

2. A second phase of the youth program will be a recreational phase. There is a great yearning on the part of youth for recreation, and the general desire of youth along these lines indicates that, so far as the interest of youth in recreation is concerned, youth desires recreation in which it can participate. Being entertained, amused, or participating in recreation solely from the onlooker standpoint, is not appealing to youth. We have hopes in this great outdoor state of California, where the appeal of nature and the opportunity for simple forms of recreation are so generously provided, that the recreational aspect of the NYA will be thoroughly extensive.

3. The third, and probably the most important phase of the youth program as we see it, is its educational aspect. Many of these youths have completed what was considered a normal educational opportunity in the community where they attended school for most of their lives. Now, the general demand for educational attainment on the part of youth has been upgraded. Additional opportunities for the young fairly well educated person must be provided. Opportunity for extending cultural and creative expression must be provided for this youth, especially for the young women. General educational backgrounds must be enriched. Guidance programs must be significantly personalized. This phase of the youth program offers a very interesting challenge, but the schools of the State of California will not be found wanting in their acceptance of this responsibility.

THE NEW SCHOOL YEAR.—The new school year has opened. While it is not old as yet, and while it would be unfair to judge or to predict upon the basis of what has already taken place, it is interesting to note the following:

Rather generally throughout the state, teachers have been employed for the new school year at salaries which represent somewhat substantial restoration of reductions which during depression years were suffered. During the years of distress there was general reduction in population in city areas, with consequent reduction in the number of school children in those various communities. As recovery continues to engage us, we note the return of population to the cities. But with this significant characteristic, there are not great losses of enrollment in the rural areas. So it would seem that population in cities is increasing, either by the return of families to the cities because of improved conditions in the cities or new families are coming into the state and locating in the cities, and as well do we note that the rural school enrollment is increasing more than was expected.

School supply houses and publishers indicate a substantial increase in business this year as compared with any of the recent years. Purchases of supplementary textbooks, materials of instruction, school supplies and teacher aids, as well as the purchases of new transportation facilities, all indicate a very definite up-turn. A good portion of this was required because of the obsoleteness of materials used in the classroom, but, on the other hand, general return of the attitude of real concern about the welfare of children is one of the wholesome indications of improvement in general conditions.

We truly believe that, under careful, justifiable administrative action, schools will be advancing the frontier of acceptable social progress during the next decade.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

As one travels across the United States visiting schools in various sections, the most obvious condition that reveals itself is the financial comeback of most school districts. The greatest advance seen so far has been that of California schools, one reason being that they never were in the desperate straits of some schools of the United States, and another reason being the more general business recovery in California than elsewhere.

The optimism of school people has been revived and they are again attempting constructive programs rather than just keeping the doors open.

The depressing feature of low teachers' salaries still affects a large portion of the Midwest and South. It seems inconceivable, but in a goodly portion of the United States sixty dollars per month is a good teacher's wage.

West of the Rockies the citizens look upon education as an inherent need and fight and obtain it for their children. East of the Rockies people with money send their children to private schools, and the parents of the masses seem rather indifferent as to whether their children receive an education from adequately paid teachers working with the necessary equipment.

The seventy-third annual meeting of the Missouri State Teachers' Association was held in the huge new Municipal Auditorium of the city of St. Louis, Mo., November 7, 8, and 9. It was our pleasure to be present for the first time and to view the ways and means of education carried on by one of the greatest of the Mississippi Valley states. The organization of the convention, the multiplicity of committees, department meetings, speeches, luncheons, dinners, and breakfasts more nearly paralleled the national meetings of both the winter session of the Department of Superintendents of the N. E. A. and the summer meeting of the N. E. A. than anything else

In the mere matter of exhibits of book companies and allied companies that cater to the supplying of educational needs, the great exhibition hall was well filled with the displays of the exhibitors, and equaled many national exhibits of recent years.

The newspapers reported an attendance at this Missouri teachers' convention in the neighborhood of 8000 persons. Its educational success was laid to the program developed under the leadership of the president of the association, H. P. Study, Superintendent of the Springfield schools, and the officials of the association from the commercial angle. The responsibility for the large number of firms exhibiting at the convention this year and success of the exhibit was due to the excellent work of the committee on exhibits, headed by R. W. Hibbert, director division of books and supplies for the St. Louis public schools. Mr. Hibbert, by the way, is a graduate of the old Spring Street school in Los Angeles, and for years in his present position has been a leader in the association of the school purchasing agents of the United States.

The theme of the convention was stated as "Education for Democracy in Modern Society." The schools as a factor in developing well organized social living were stressed throughout the three days' meetings. From lobby comments we understood that this was a departure, as conventions in the past had dealt more strongly in the ways and means of getting instruction across and not so much in the grand ideas of "social living."

Among the noted speakers at general sessions were such people as Doctor William J. Bogen, Superintendent of Schools, Chicago, Ill.; Lloyd W. King, State Superintendent of Public Instruction of Missouri; Mary C. Ralls, president department of classroom teachers, N. E. A., Kansas City, Mo.; Doctor Alexander J. Stoddard, president department of superintendence, N. E. A., Providence, R. I.; John W. Studebaker, United States Commissioner of Education; Charles A. Lee, professor of education, Washington University, St. Louis; Willard E. Goslin, Superintendent of Schools, Webster Groves; Herbert Agar, economist; and Lewis Corey, author.

In resolutions adopted at all of the final meetings the Missouri State Teachers' Association urged the State Legislature to provide revenue adequate to operate the schools upon the standards established by the 1931 school law. They also advocated a state teachers' tenure law and commended the principle of adult and pre-school education. A report of the legislative committee embodying a recommendation for a State School Board under which the State Superintendent would hold office by appointment was adopted.

The election of new officers of the association included the following: As its president, W. W. Parker, president of the State Teachers' College, Cape Girardeau; first vice president, W. H. McDonald, Superintendent of Schools, Trenton; second vice president, Miss Beulah Tattan, classroom teacher, Kansas City; third vice president, Mrs. Florence D. Begman, Troy, Superintendent of the Lincoln County schools.

One of the outstanding addresses was made by Lloyd W. King, State Superintendent of Public Instruction of Missouri. The establishment of a state planning board in Missouri recently gave him the opportunity of emphasizing the fact that the teachers should furnish the impetus for educational planning. For if they did not, he said, other agencies would do the planning for the schools. The objectives of educational planning, as outlined by Mr. King, were to enable schools to keep pace with social and economic trends, to interest representative groups of citizens in appraising the accomplishments and suggesting modifications of the existing school system, to initiate studies relating to public education and coordinate all efforts to give the public the facts concerning the program, and to correlate educational with other types of state planning.

Emphasis upon health education played a prominent part in the week's discussion at the Missouri meeting. The St. Louis city district superintendents, Edmund F. Brown, Miss M. C. Gecks, George L. Hawkins, and F. M. Underwood, were among the people of the local committees to whom a great deal of the success of the meeting was laid.

Among the hotel and corridor sessions were seen such prominent Missouri educators as H. J. Gerling, Superintendent of St. Louis; John L. Bracken, Superintendent of Clayton; Charles Banks, Superintendent of University City; W. E. Rosenstengel, Superintendent of Columbia; William F. Knox, Superintendent of Jefferson City; Hebar U. Hunt, Superintendent of Sedalia; Fred B. Miller, Superintendent of the Normandy School District, and hundreds of others.

John L. Bracken, Superintendent of the Clayton schools, has in course of completion a third-grade text upon "Missouri" for use in the public schools. He is planning to illustrate the book from photographs, many of them of his own taking. Mr. Bracken is a photographer of professional proficiency. His book, which will be published by Lyons & Carnahan, should be an instant success, for the field is open for a good third-grade text upon Missouri, its history and geography.

Among the 116 exhibitors at the Missouri state meeting was the Harr Wagner Publishing Company of San Francisco. The exhibit attracted considerable attention, as it was the only company exhibiting from the Pacific Coast. Among the textbook companies the Macmillan Company, with O. P. Keller in charge, had six representatives present. The American Book Company and the Ginn Company both had seven representatives on the floor. The Educational Publishing Company was in charge of E. S. Smith, aided by Mrs. C. Blocker and Mrs. Bilsborough.

ONE OF THE delightful surprises of last September was the marriage on September 21 of Miss Irene Moulton to James Folsetter of the state highway department, engineer stationed at Lancaster, Cal. Miss Moulton for many years has been head of the school department of the Los Angeles County Library, under Miss Helen E. Vogleson. Her pleasantries and cordiality to teachers, superintendents, and visiting book people have made her a most enjoyable friend and acquaintance to all. The wishes for a full life of happiness follow her into her new venture.

SYLVESTER B. HATTRUP, district superintendent of the Vista elementary schools, has around 175 pupils enrolled in the Vista Junior High School in its first year of organization. Vista is in the Oceanside–Carlsbad Union High School District, and the junior high school in Vista was a result of a contract between the elementary district and the union high school district.

A $25,000 PROGRAM with federal assistance has been carried on in Azusa under the direction of District Superintendent George N. Hale. Improvements were made at five schools, with the greatest expenditure at the Azusa Intermediate School.

THE BOARD OF EDUCATION of the Beverly Hills city schools recently gave Superintendent Edward J. Hummel a new contract for four years, with a minimum salary of $6000 per year. Superintendent Hummel for the past decade has been the guiding hand in the development of the Beverly Hills grammar schools. During his régime some of the finest elementary buildings in the country have been erected. Superintendent Hummel was the leader in the movement for the placing of the responsibility for the education of all of the children of Beverly Hills, from the kindergarten through the high school, in the hands of the citizens of Beverly Hills. This necessitated the negotiation of the withdrawal of Beverly Hills from the Los Angeles City High School District, which was finally completed July 1 of this year. With the placing of the Beverly Hills High School under Principal A. A. Bowhay, formerly head of the Santa Maria High School and Junior College, Beverly Hills assumed control of the education of all the youth of the city through the high-school years.

MISS ELLEN DRISCOLL, principal of the Frank C. Havens School, Piedmont, has been an exponent of the activity program and the free expression of children for years, with reservations. Miss Driscoll runs one of the few schools in the country where the activity program is a delight and yet there is constant quiet control. One of the best outcomes of the past year was the publication of a book of poems by children of the Frank C. Havens School, which was printed by Piedmont High School printing department.

This book of poems is 80 pages in length, printed in good-sized type on tinted paper. The book is bound in board and has a cover design of hollyhocks, the work of Mary Jane Davey. The frontispiece is a block print of the Frank C. Havens School and is the work of Bill Bliss.

We reprint several of the poems, which we hope will give a view of the charm of these pupils' work:

INSIDE MY GARDEN WALL

Nobody can see at all, at all,
The flowers that grow inside my wall,
The roses and pansies and violets blue,
And flowers and blossoms of every hue.

—Joan Dinsmore, High Fifth Grade.

MY LITTLE FLOWER

I have a little flower
That's black and white and gray,
And every time I water it
It turns its head away.

—Rosamond McMillan, High Second Grade.

THE BUNNY

I saw a little Bunny,
I think he was lame.
I called him and I called him,
But he never came.

—Stanley Weeks, Low Third Grade.

FLOWERS

I'll tell you about a flower—
It's a pretty one, I say;
It grew in mother's garden
Last Saturday.

—Mary Tom Henshaw, High First Grade.

THE SUNSET HOUR

When I look out upon the bay,
All red and gold at close of day,
I always wish that it would last
And not turn into night so fast.

—Mary Orrick, High Sixth Grade.

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Glendale recently passed a $195,000 junior college bond issue by a 4 to 1 majority It is planned with this sum and an additional grant of $159,000 from the federal government to erect buildings upon the junior college site at the junction of Canada Boulevard and Vardugo Road.

The San Diego Board of Education has reëstablished the unit system of control of the city schools of planning the schools under one administrative head, instead of distributing parallel authority among three persons, as has been done for several years. This action was a decided compliment in recognition of the ability of Superintendent Will C. Crawford, now in his second year as head of that city's schools.

Vierling Kersey, Superintendent of Public Instruction for California was the speaker at the dedication of the new Chaffey Memorial Library. This beautiful new library building, erected upon the Chaffey campus, is one of the finest school library buildings in California. It was erected out of funds set aside for that purpose fifty-two years ago by the Chaffey brothers, founders of the city of Ontario.

The Los Angeles city schools showed a gain of 22,222 pupils this year over the enrollment of the first week of the last school year. The Los Angeles Junior College, also, broke its own world record for registration in two-year colleges by registering 4875 students.

The Los Angeles electorate will vote November 19 upon a bond election for $12,900,000. This, with an allotment of federal funds of $10,139,727, will make $22,537,727, the amount planned to be used in a Los Angeles city school building program. With the spending of this sum 24,000 pupils now in tents will be adequately housed within six months. The expenditure of the moneys is estimated to lead to the employment of 30,000 persons.

Fullerton has already started the expenditure of $542,000 upon a school building program within the elementary system under Superintendent Ray E. Green and Louis E. Plummer, Superintendent of the Fullerton Union High School and Junior College. The federal government made an allotment of $156,000 toward the $427,000 elementary project and $51,800 toward the junior college $115,000 improvement.

The Alvarado grammar school, under District Superintendent James C. Wasley, is considering the advisability of a bond issue for reconstruction purposes because of earthquake safety requirements.

A. J. Cartwright was promoted to the superintendency of the San Leandro grammar school system the first of this school year. Mr. Cartwright has been in the San Leandro system for twelve years as teacher, vice principal, and principal. He stepped into his present position from the principalship of the McKinley School. Mr. Cartwright is a Californian, born and raised in this state, near Chico. He is a graduate of the Chico State College and a classmate of E. L. Cave, Superintendent of Vallejo schools, and of the late Charles C. Camper, Superintendent of the Chico schools for so many years. Mr. Cartwright knows the problems of his community and contemplates no radical changes in school administration. He plans to carry on a sane practical educational program.

H. G. Clement, Superintendent of the Redlands city schools, reports an enrollment of over 3500 pupils, the largest number of students ever registered in the Redlands system. During this fall $105,000 is to be expended upon three building projects. A girls' gymnasium is being constructed south of the high school, a combined library and kindergarten is under way at the Lugonia School, and additional space at the Crafton School is arranged for.

The Western Journal of Education

HARR WAGNER, Editor

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LIBRARY NEWS DEPARTMENT

BY MAY DEXTER HENSHALL
County Library Organizer, State Library.

Book Week at the Pacific Grove Public Library

BY ETHEL DE WITT, *Librarian.*

AN "OPEN HOUSE" at the Pacific Grove Public Library on Sunday afternoon, from 2:30 to 5:30, November 17, 1935, marks the beginning of Book Week festivities in our community.

A double significance lies behind the word "open." We are not only opening the library for the observance of this our most important week in the year, but we are inaugurating the opening of our library on Sunday afternoons. This is a service which I have been hoping and planning for the past few years. Book Week seems a most appropriate time to bring the news of this happy event before the minds of our public. Special invitations are being mailed to the local societies and organizations, and to our Mayor and City Council. Announcements are to appear in the newspapers and posters will be put up in local stores.

The trustees of the library and members of the staff will act as hosts and hostesses for the afternoon—an afternoon in which the opportunities of "reading for fun" will be stressed. There will be no formal program in order that the patrons and other guests will be free to spend as much time as they wish looking at the displays. However, the president of the board of trustees will say a few words of welcome and I will mention briefly the services which the library offers.

The library itself will be most festive with its displays of new books for children and adults. We are continuing our policy of enlarging Book Week to include good books and suggestions for reading for grown-ups as well as children.

All phases of the literary game, from its inspiration, through its technique and the physical make-up of a book, to its selection by publishers and later libraries and individuals, to its final consumption by readers, will be emphasized in the display for adults. As the Monterey Peninsula is a haven for literary geniuses, it is hoped that this arrangement will be of interest to many.

The varied fields into which one may delve for the adventure and fun of reading will be brought to light by an examination of the sides and roof of a large cardboard house upon which book jackets have been pasted. This house, with its accompanying sign "Living With Books," will be placed on a table inside the entrance to the library. Another such house will be installed in the window of a store in town.

Last, but by no means least, come our plans for leading the children into new paths of exploration—exploration of that greatest of enjoyments, "reading for fun." Early this spring my first assistant, Miss Josephine Gardner, was made children's librarian. She has arranged some very fine features for Book Week for the children.

The display of new books in the children's room is to take the form of a circus. A large tent-top gaily bedecked with book jackets will be suspended over the circular table in the middle of the room. Under this will be characters from the circus peering about at the new books. A number of sideshows will draw attention to the many kinds of fun that may be found in books. Gay signs will indicate "The Wild West—Cowboys," "Indians, Pioneers, Trail-blazers," "Daring Feats—Thrills Galore," and other types of stories.

Two events that will last throughout the week are being planned to create an interest in titles and authors. The first is a daily vote on favorite books. Young visitors who come to the exhibit will be asked to cast their ballots for their favorite book. A day-by-day record will be posted of the results, one for the boys and one for the girls. The other event is in the form of a puzzle. The letters in a title are jumbled up into an almost unrecognizable form, and must be shifted about to spell the correct words of a fiction title.

We have been most fortunate in getting the coöperation of the grammar school this year. The monthly assembly is to be devoted to books and libraries. The literature teacher is having her classes produce a skit emphasizing the objects and characters met in a library. Our Miss Gardner is to give reviews of many of the fascinating new books. Then, too, we are looking forward to class visits to the library all during the week.

The Pacific Grove High School is also doing its share to foster the spirit of Book Week. The librarian is using Anne Carroll Moore's list, "Reading for Pleasure," as a basis for her displays. Posters have been made to use with various types of books, "Outdoor Sports," "Art Appreciation," "Reading," etc.

We anticipate a large attendance at our "Open House," and hope that it will be an incentive to our present borrowers and many hoped-for new ones to taste again the fun of reading.

Book Week at Petaluma Public Library

BY LOUANE LEECH, *Librarian.*

BOOK WEEK at the Petaluma Public Library was approached this year with a great deal of enthusiasm. Ideas seemed plentiful because of such an interesting theme and everyone on the staff kept bursting forth with new plans. Perhaps we were all especially enthusiastic because we had a new children's department. For such a long time the staff had been planning for and working toward the establishment of the children's department on the mezzanine floor of the library that we all felt very peppy about Book Week and wanted to make it the best one we had ever had.

Along in November the children had been removed from their "corner" and transplanted into a warmer, sunnier, more roomy section on the second floor of the library. A gateway bearing the sign "Boys' and Girls' Book Room" was placed at the entrance of this section and we settled down in earnest to get ready for a week of book fun for old and young alike.

The outstanding feature of the new book display was the Book House. A miniature house made of cardboard, whose roof was shingled with book jackets, was placed on a platform, and on this platform was a miniature pond, upon which two of the seven swans had alighted, being attracted to the yard of the Book House by Old Mother Goose and Winnie the Pooh, who stood nearby. In the yard one could also find Pinocchio, Alice from Wonderland, the Dutch and the Eskimo

twins, Heidi, Miki, Lucinda, Long John Silver, the Little Lame Prince, the Pied Piper, and many, many other characters well known and much loved from Bookland. These figures were made by the boys and girls in the art classes of the high school, junior high school, and the grammar schools. The children were allowed to make any character they wished in order to illustrate their favorite book and this was one of the ways in which we interested the schools in our Book Week activities. We also worked with the Book Club, one of the activity clubs of the high school, enlisting their help in the running of errands and the decorating of the library.

The Better Films Council of Petaluma helped us to work out an interesting display of books which have been made into movies, and through the local theater we obtained movie "stills" which occasioned much interest and enthusiasm for reading the books which had been seen at the movies.

The week before Book Week we sent letters to all of the principals of the Petaluma schools calling their attention to Book Week and asking them to have the teachers arrange to bring their classes to the library during the week. Letters of invitation were also sent to all members of the City Council, to the Library Board, and to the women's clubs and the service clubs.

During the latter part of the week the staff brought their efforts to a peak in the giving of the Book Tea on Friday afternoon. The tea was given by the library staff, assisted by two of the library board members and by the girls of the High School Book Club. All who were interested in new books for children were invited to be at the library at three o'clock. In the receiving line to welcome the library's guests were the two women members of the library board and the librarian. At three o'clock Mrs. Frances Clarke Sayers, author of "Bluebonnets for Lucinda and Mr. Tidypaws," was presented and she gave a most interetsing talk on "Reading for Fun." Mrs. Sayers made reading seem the best fun in the whole wide world. At the conclusion of her talk, tea was served by the girls of the High School Book Club. Tea was poured by the wives of two of the library board members at a beautifully appointed table.

The library's guests were seated at card tables placed on the mezzanine floor of the library, and these tables were covered with paper covers decorated with book jackets and book blurbs.

On Saturday morning a special Book Week story hour was held for the boys and girls, and after that the staff settled down to the task of returning borrowed card tables, the chairs, the tea services and what not, and, as our dispositions were a bit edgy and our bodies a bit weary, we found ourselves wondering if it were all worth while when in popped a teacher whose eyes were fairly bulging with news and enthusiasm and she told us this story. It was the story of a sixth-grade boy who had lived in Petaluma all of his school life, but who had always regarded the library as a spot to be avoided because it savored of school. But he had been enticed within our gates by his teacher during Book Week and he had suddenly discovered that reading was fun. He had found a book in which he was interested and he had come back to the library after school that day and every other day during Book Week and had finished his book. And he had been made a registered borrower and had taken a book for reading at home. He thought the library was a "swell" place and he was learning that

"Who hath a book hath but to read
And he may be a king indeed.
His kingdom is his inglenook,
All this is his who hath a book."

School Librarians Meet in Fresno

By ELIZABETH PATTON,
Librarian Garfield Junior High School Library, Berkeley.

Members of the School Library Association of California gathered in Fresno on October 19 and 20 for their ninth annual meeting, with headquarters at the Hotel Californian. More than a hundred members actively engaged in school library work from all parts of the state, principals, superintendents, and others interested in this rapidly growing profession, discussed increased responsibilities of school librarians in the modern educational system.

Mrs. Hollis Erickson, Marin Junior College, president of the Northern Section, opened the convention at a luncheon Saturday at which O. S. Hubbard, City Superintendent of Fresno Schools, welcomed the delegates. Hildegarde Hawthorne and Mrs. Esther Birdsall Darling, two well-known authors from Berkeley, were the guest speakers. The former, who in private life is Mrs. Hildegarde Oskison, a granddaughter of the late Nathaniel Hawthorne, talked interestingly of her early life, her experiences in writing, and reviewed her latest book. Mrs. Darling, whose "Baldy of Nome" and other dog stories have delighted many boys and girls, charmed her listeners in her humorous way by telling of her experiences with publishers and others and outlined her forthcoming new book, a sequel of "Baldy of Nome."

The afternoon was devoted to committee meetings and a directors' meeting. The visitors not attending committee meetings were taken on a tour of Fresno under the direction of Miss Agnes Tobin, Fresno State College, social chairman. Miss Adelia Tompkins, Edison Technical School, Fresno, was general convention chairman. There were book exhibits from many of the leading publishing houses.

Omar Khayyam Café was the scene of the banquet Saturday evening, where the entertainment consisted of Oriental dances and music.

An important business session was held in the Fresno Teachers' College library Sunday morning, Mrs. Erickson presiding. Doctor Frank W. Thomas, president of the College, extended greetings to the association. In the course of his remarks he brought a message from the committee of secondary education, of which he is a member, suggesting a project for this organization.

The president introduced Sydney B. Mitchell and Miss Coulter of the School of Librarianship of the University of California; Miss Mabel Gillis, State Librarian; Mrs. Verna Clapp, president of the Southern Section; Miss Mooney of San Francisco, and Mr. Baisden of Sacramento city schools.

The secretary read letters from Milton Ferguson, Brooklyn Public Library, formerly California State Librarian, and from State Superintendent of Public Instruction Vierling Kersey.

Miss Eleanor Hitt (cochairman with Miss Heffernan) reported that the committee had issued two bulletins through the state department, Nos. 16 and 17. No. 16, entitled "Pleasure Reading for Boys and Girls," is to be widely distributed through county and municipal systems. A larger report by Miss

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Heffernan appeared in the WESTERN JOURNAL OF EDUCATION for October.

Miss Jewel Gardiner, reporting for the professional committee, said the questionnaire for the survey of secondary school libraries would be completed by Thanksgiving Day, and urged all to give it careful study when it appeared.

Miss Elizabeth Neal presented the new constitution, with corrections presented by the board of directors. Its adoption carried. The new constitution provides for statewide officers. Heretofore there had been Northern Section and Southern Section officers. The joint nominating committee presented the following names: President, Miss Joyce Backus, San Jose State College; secretary, Miss Edith Titcomb, Woodrow Wilson Junior High School; treasurer, Miss Myrtle Barrier, Monrovia.

The report was duly accepted and the above officers elected to serve the association for the present school year.

Notes

"DAVID LUBIN LIBRARY NEWS" is a library newspaper issued by the pupils of the David Lubin School, in Sacramento city. So far as is known, this is the first school in California to issue a paper dealing only with items of library interest. This idea was evolved from combining the library period and the English period.

The editor, who is elected by the students, appoints the assistants. This staff is changed for each issue, thereby giving everyone the same opportunity.

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SCIENCE TEACHERS TAKE NOTE

TEACHERS and supervisors, and particularly science teachers, should stop their work for just a moment and concentrate on the redwood trees of California. These mighty trees are the oldest living things on the earth today. True, the young sempervirons are growing up about us all the while, but many of these ancient giants still standing are in danger. "Woodsman, spare that tree" could never be more aptly applied than today. There are too many people who feel that these trees have been taken care of by the government, but that is only true in part, and in a very small part. The Save-the-Redwoods League is an organization devoted to the cause of saving these ancient trees. Children love a cause, and it is for the coming generations as well as for ourselves that we would save these forests. You are constantly called upon for units of work in nature study and science. Why not make a study of the redwoods, the parks, and those glorious trees that are going down before the saws of the lumber kings? Why not get behind the Save-the-Redwoods League? It will be a unit of work that will develop attitudes and appreciations in nature study. But, more than that, it will be a cause and it will help to *save the trees.*

Those of you who have been north on the Redwood Highway will appreciate the immediate task which the league has before it. They are attempting to acquire the redwoods north of Dyerville. This stretch is called the "Avenue of the Giants," and there is right now a definite threat of destruction against those beautiful forests unless the efforts of the league are successful. A very particular way in which to aid the league this month is to write them asking about their 1935 redwoods Christmas card. It is a lovely thing which will answer your need for Christmas greetings, and you will at the same time be aiding in the work of saving the trees.

For cards and information write the Save-the-Redwoods League, 219 California Hall, University of California, Berkeley, Cal.

"THE EDUCATIONAL SCENE"

SEPTEMBER 25, 1935, was the publishing date for a new educational magazine for the Pacific Coast, "The Educational Scene." This new magazine has a distinguished number of Western educators listed upon its board of editors, associate editors, and advisory board. The board of editors include Walker Brown, Ray Compton, M. E. Herriott, Robert Hill Lane, Charles H. Nettels, Edwin H. Trethaway, Elizabeth Van Patten. Associate editors are William B. Brown, C. C. Trillingham, and John W. Wilson. These people represent the progressive education group of the Los Angeles city and county school systems. The scope of this new professional magazine will be the interpretation of the school and social environment of modern times. "The Educational Scene" will attempt to embody a realistic philosophy. All who are connected with the undertaking are serving without compensation in the interest of the American school. The magazine contemplates nine issues a year, from October to June. The subscription price for the nine issues is two dollars. Subscriptions of those interested may be sent to Elizabeth Van Patten, P. O. Box No. 830, Hollywood, Cal.

HABIT is a cable; we weave a thread of it every day and at last we cannot break it. —*Horace Mann.*

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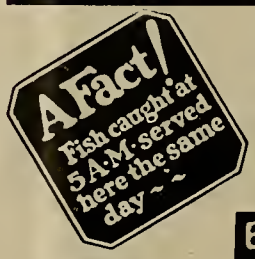

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Across the Cotton Patch, by Ellis Credle. Nelson. Price, $1.50. All about the escapades of two mischievous white children and their negro playmates on a Southern plantation. Grades 3–4.

Wait for William, by Marjorie Flack. Houghton. Price, $1. A wonderful circus parade comes to town and William rides the elephant. Splendid pictures in color. Grades 2–3.

Gone Is Gone, by Wanda Gag. Coward. Price, $1. Jolly account of the little man who tried to keep house, but everything went wrong! Grades 3–4.

Merry Christmas to You! by Wilhelmina Harper. Dutton. Price, $2. A selection from many lands of the newer stories for Christmas. Grades 5–7.

The Saintons Go to Bethlehem, by Helen Hill and Violet Maxwell. Macmillan. Price, $2. French folk songs, with music, pictures, and verse. A lovely book for the Christmas season. Grades 4–6.

Bobo Dee, by Lionel Reid. Oxford. Price, $1.25. Delightful nonsense story and pictures of a little boy who imagined he was a lion hunter. Grades 1–2.

Our U. S. A., by Frank J. and Ruth Taylor. Little. Price, $2.50. Gay maps of the states with interesting story of each. Very attractive book that will please any reader. Grades 5–7.

FOR OLDER BOYS AND GIRLS

The Golden Horseshoe, by Elizabeth Coatsworth. Macmillan. Price, $2. Intensely interesting story of old Virginia, with an Indian girl as heroine. For both boys and girls. Grades 6–8.

Indian Brother, by Hubert V. Coryell. Harcourt. Price, $2.50. Thrilling tale of Indian warfare, with a young white boy as hero. Grades 7–8 and high school.

People From Dickens, by Rachel L. Field. Scribner. Price, $2.50. Stories of Dickens' characters in very attractive volume. Grade 8 and high school.

Three Sides of Agiochook, by Eric P. Kelly. Macmillan. Price, $2. This noted author tells a gripping tale of New England during days of Indian warfare. Grade 8 and high school.

He Went With Marco Polo, by Louise A. Kent. Houghton. Price, $2. A fine story of courage and adventure, recounting the travels of Marco Polo. Grades 7–8 and high school.

The Coot Club, by Arthur Ransome. Lippincott. Price, $2. A welcome and delightful addition to the stories of "The Swallows and Amazons" containing much exciting adventure. Grades 7–8 and high school.

The Sea for Sam, by W. M. Reed and W. S. Bronson. Harcourt. Price, $3. Mysteries of the sea ably explained by two noted scientists. Grades 7–8.

The Good Master, by Kate Seredy. Viking. Price, $2. Engrossing tale of childlife on a Hungarian farm, full of incident and adventure, and beautifully illustrated by the author. Grades 6–8.

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Webster's Elementary Dictionary for Boys and Girls, American Book Company, Publishers. 739 pages. Price, $1.20 list. Grades 4 to 9.

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All of us enjoy at times the security and comfort of the last word, of the statement of fact about which there is no argument. A young child enjoys that comfort even more than an adult, and he will soon learn that he attains that sense of security when his statements are backed by frequent use of the dictionary.

SACRAMENTO VOTES BONDS

Sacramento city goes over the top in a bond election! In October citizens came out to the polls and voted four to one in favor of bonds for additions to the junior college and the building of a second high school. The total costs are to be $521,000 for the junior college and $765,000 for the new high school. The government has promised to provide 45 per cent of these amounts.

Charles C. Hughes, Superintendent of the Sacramento schools, is a man who has been distinguished for the building programs which he puts over. His administration is distinguished as well in the field of curriculum construction. He has gathered around him an able staff. These include J. R. Overturf, deputy superintendent of schools; Leo B. Baisden, assistant superintendent for elementary schools; George C. Jensen, principal of the high school and a member of the State Curriculum Commission, and a score of excellent elementary and junior high-school principals and teachers. Teachers work directly on courses of study which are mobile and live, being constantly in the process of study and development. The Sacramento schools are doing much that is interesting, live, and new, while still adhering to the fundamentals.

One of the most complete professional libraries in the state is maintained at the administration building, under Miss Jewel Gardiner, librarian. Teacher and principal committees meet to work on courses of study and the reviewing of books. Sample books, reference books, courses of study, and book lists from other centers are all made available for their use.

An unusual entrance, replica of Columbus' flagship, marks one of San Francisco's world-famous eating-places, Bernstein's Fish Grotto, at 123 Powell Street. Visitors to the Teachers' Institute will be well repaid by a visit to America's unique restaurant, with its eight colorful dining-rooms, each of which carries out the atmosphere of the sea, a setting intended for the utmost enjoyment of the finest fish and sea foods for which this restaurant is celebrated.

In addition to popular-priced luncheons and its distinctive Pacific shore dinners, Bernstein's bill of fare offers many novel delicacies, such as bouillabaisse, lobster princesse, swordfish steaks, and those piquant morsels, Coo-Coo clams, which capture the tang of the open sea and which are now in season.

Truth is truth whether the individual man believes it or not.—*Moody.*

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BOOK REVIEWS

UNIQUE, SIMPLE TOYS, by William W. Klenke. Price, 50 cents. Published by McKnight & McKnight, Bloomington, Ill.

This book is intended for use in the grammar grades of schools and for the child to work from in the home, under the guidance of an interested adult. In creating and designing these toys, the author has ever kept in mind simplicity and at the same time the desire to produce, by means of its motion or movable parts, a toy that would be amusing as well as instructive.

LABORATORY AND WORKBOOK UNITS IN CHEMISTRY, by Maurice U. Ames and Bernard Jaffe. Publishers, Silver, Burdett & Co. Price, 84 cents, paper binding.

The fifty-one units of this book are designed to meet the needs of a complete course in elementary chemistry. Each unit begins with experiments. The experiments are followed by observations and questions on the experiments. Supplementary exercises follow. These correlate the laboratory work with the work of the text. Consumable edition.

LABORATORY AND WORKBOOK UNITS IN CHEMISTRY, by Maurice U. Ames and Bernard Jaffe. Publishers, Silver, Burdett & Co. Cloth binding, nonconsumable edition. Price, $1.08.

In this edition is presented a laboratory manual and workbook in chemistry which retains the essence of the workbook, but which is written in nonconsumable form.

BASIC STUDENT ACTIVITIES, by Joseph Roemer, Charles Forrest Allen, and Dorothy Atwood Yarnell. Publishers, Silver, Burdett & Co. Price, $2.20. 367 pages.

In their experiences as classroom teachers and supervisors, college instructors, and high-school visitors, the authors have found teachers constantly in need of help in finding materials, in selecting suitable items, and in determining procedures for the various extra-curricular activities of the school. Here is a list of chapters: "Foundation of an Activities Program," "Principles Underlying the Organization of the Home Room," "Organization and Administration of the Home Room," "Materials and Suggestions for Home-Room Activities," "Organization and Administration of School Clubs," "Organization and Administration of the High-School Assembly," "Materials and Suggestions for Assembly Activities."

THE SILVER BOOK OF SONGS, for the grades. Publishers, Hall & McCreary, Chicago. Price, 25 cents, postpaid.

Among the many features which make the book unique and exceptionally valuable for school work are the following: Primary songs, intermediate songs, upper songs, junior high school songs, songs for girls, songs for boys, folk songs, hymns, holiday songs, community songs, standard songs, songs for correlation, unison songs, songs for changing voices, and many other wonderful features.

BEGINNERS' NUMBER READER AND WORKBOOK. Publishers, Hall & McCreary Co. Price, 28 cents, postpaid.

This book is a read-learn-and-do book. By means of well-placed and carefully graded reading lessons the pupil is made familiar with number forms and processes, and is led to a comprehension of number values. All of its text is in a vocabulary that checks satisfactorily with the vocabulary findings of Gates, Thorndike, and other authentic vocabulary studies.

THE STORY OF OUR UNITED STATES, by Salisbury. Publishers, Little, Brown & Co. Price, $1.20.

Unless this book is intended as the first volume of a series, the title is somewhat misleading. It is a story of the periods of discovery and exploration of the territories of North America, and of the colonization of these territories by different and contending European nations. The stories end with the adoption of the Constitution of the United States and the election of Washington as the first President. The book is offered as a guide, a dependable thread of continuity, to tie into logical and chronological sequence such historical activities as various classes may initiate. It is more than a chronicle however, for it presents as well an adequate picture of the social development of the peoples who colonized the continent, their struggles against each other, and the interaction of their respective contributions to the civilization of the new world.

ELEMENTS OF GERMAN, Book II, by Jacob Greenberg and Simeon H. Klafter. Price, $1.40. Published by Doubleday, Doran & Co., Inc.

This book is intended for the second year of the German course in secondary schools. It provides the prescribed grammar of the New York City syllabus, furnishes an abundance of material to be used for intensive and extensive reading, and conforms to the recommendations of the "Modern Foreign Language Study" in both spirit and content. The book provides a large amount of practice in language. It furnishes abundant illustrations of the grammatical principles; it uses the Gouin series to develop a feeling for tenses; and it presents exercises of the modified direct-method type, including substitution drills, matching selections, completion forms, as well as English sentences for translation into German.

BEACON LIGHTS OF LITERATURE SERIES, by Rudolph W. Chamberlain. Publishers, Iroquois Publishing Company. Price, $1.96.

The series offers selections of drama from Shakespeare to the present day, of poetry from Chaucer to Dorothy Parker, of novels, essays and letters. The entire field of English literature is covered, with a section devoted to outstanding writers of modern Europe in translation.

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EVERYDAY PROBLEMS IN ECONOMICS, by Cornelius C. Janzen and Orlando W. Stephenson. Silver, Burdett & Co. Price, 60 cents.

This workbook can be used with any up-to-date text in economics. It covers all essential topics and meets the requirements of leading courses of study in economics. The topics may be studied in any order necessary to suit the needs of students or the requirements of curricula.

THE SOCIAL SCIENCES AS SCHOOL SUBJECTS, by Rolla M. Tryon. Published by Charles Scribner's Sons. Price, $3.

Report of the Commission on the Social Studies, Part XI. The present work deals directly with the national experience in the organization of the social sciences for school purposes. That experience has largely determined the habits of our schools in making their programs in this field. The collection and systematic arrangement of these data is a service which will be appreciated by all teachers, and especially by those in charge of the training of teachers.

A DICTIONARY OF MODERN TYPE FACES AND LETTERING, by William Longyear, Instructor Advertising Design, Pratt Institute, Brooklyn. Bridgman Publishers, Inc., Pelham, N. Y.

In this book will be found about one hundred and sixty styles, ranging from the heaviest poster "masculines" to the graceful, charming "feminines" type face. A valuable feature of this book is the presentation in each style of the upper and lower case in several sizes, together with figures. Most of the pages are self-explanatory.

"A LAD OF DUNDEE," by Gwen Cuthbert and Elizabeth Marriot King. Illustrated by Helene Carter. Published by World Book Company. Price, 76 cents.

This authentic story of Scotch family life gives children a true picture of Scotch manners and customs. The setting is modern Scotland, but in the old Highland sayings and folk tales children will hear the echo of pipes and see visions of the tartan and the plaid. "A Lad of Dundee" is the eighth volume in the "Children of the World" series.

THE JUNIOR HIGH-SCHOOL MOVEMENT—ITS BEGINNINGS, by Frank Forest Bunker. Published by W. F. Roberts Company. Price, $2.50.

This book sets forth in orderly manner the progress of the movement as it has developed from its beginning to the present time. There is also an attempt to show in some detail how a regrouping of the grades of the system lends itself to changes in the elementary and secondary curricula that seem to be demanded. A very interesting book. Mr. Bunker took the initiative in establishing the first junior high school at Berkeley.

"CREATIVE ENGLISH," by Nelle Button, Publishers, Ginn & Co. Price, $1.

This book is organized in six parts, and each part is divided into a number of chapters presented as problems to be discussed

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in the classroom until understood. The discussion introducing each problem is simple, short, and made concrete by illustrative material as necessary. This text is intended for use in the later years of high school. An excellent book for the student who wishes to know how to write and speak effectively.

Our Ancesters in the Ancient World, by Salisbury. Little, Brown & Co., Publishers. Price, $1.20.

The story of the evolution of western culture, from the prehistoric man through the period of the Roman Empire. The stories are told in units, with abundant suggestive materials for class activities based on the units. An effort has been made to make clear to the child the special contribution each great people of ancient times made to the on-going stream of western civilization.

Around a Mexican Patio. A Unit of Work on Home and Family Life in Mexico, by Ethel L. Smither. Friendship Press, New York. Price, $1.

Prepared for primary groups in church schools or missionary clubs. The object of the book is to promote international friendship. It could be adapted for use in secular schools. Besides the outline of procedures for the class there is a useful list of materials, songs with their music, receipts for Mexican cookery, stories of Mexican life, and a good bibliography of the subject.

MRS. STANFORD'S BIOGRAPHY

Mrs. Leland Stanford. An Intiimate Biography by Bertha Berner, Her Private Secretary. Stanford University Press. Price, $2.50.

In publishing this book the Stanford Press has made a measurable contribution both in the field of history and in the field of biography. In its pages the latter half of the nineteenth century lives again in pictures of a colorful, valiant and confident world that has passed away. Against the background of that world is recreated a personality which, because of its close relationships with the outstanding men and women of the period, belongs to the ample domain of history.

But probably the book will be valued most of all by the widening group of Stanford students and alumni. To them, for the most part, Jane Lathrop Stanford has been little more than a vague legend, about whose name cluster odd tales that could belong only to the world of legend. Even to those early students who have met her—even to one like this writer, who cherishes a precious bit of parchment to which the founder's name was signed—even to us elders of the Stanford family—little was known of the real woman, except our realization of her indomitable courage and loyalty. In this biography she lives for us as she was, and reading these pages a thousand small and loved details of the Stanford campus take on a warmer interest and significance.

Moreover, in this story of his mother's life, we have at last a picture of the young Leland whom we have with difficulty visualized as a living lad, back of the drama of our university. In giving warmth and reality to the picture of this gallant and lovable boy, the book again does a service to the sons and daughters of the Stanford Red who have inherited his heritage.

Irmagarde Richards,
Stanford '02–'04.

Over 35,000 teachers belong to the California Teachers Association

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2. What are its aims?
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3. What is its organization?
   C. T. A. is a representative service corporation which encourages educational advancement.
4. How much are the dues?
   Dues are only $3.00 per calendar year, January to December.
5. How are the funds used?
   The funds are used for carrying on Association activities and for annual conventions.
6. What are the benefits?
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. What has C. T. A. accomplished?
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. What may be expected for the future?
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. How many members has C. T. A.?
   Membership December, 1934, was 34,443.
10. Why should I join?
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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CALIFORNIA TRUSTEES' ASSOCIATION

THE PUBLISHED REPORT of the proceedings of the fifth annual convention of the California Trustees' Association has just been published. It was edited by Mrs. I. E. Porter, executive secretary–treasurer of the association, and contains excellent digests of the various speeches made during the conference. Tabulated reports of the allotments by the Federal Administration of Public Works and the approximate total costs of school projects under the 1933 act should be interesting to both trustees and school people.

The discussions of other important legislative bills bearing upon school matters should assist trustees in their understanding of school law. An article by G. L. Aynesworth of the Fresno Board of Education, "Power of Boards of Educatioin to Make Rules," should be of interest to both boards of education and superintendents.

One of the most important phases of education today is the education of the adult. Its importance lies not so much in its contribution to the adult himself as in his resultant attitude toward education for the oncoming generation.

It is on this subject of "Adult Educatioin" that Mrs. I. E. Porter, a member of the State Board of Education as well as executive secretary–treasurer of the School Trustees' Association, gave an excellent address, which appears in the report. Mrs. Porter has spoken very widely on this subject before various types of organizations, including Parent–Teacher groups, women's clubs, and service clubs. In this particular address she makes a point of presenting adult education as it has been used by various nations through the ages, and the results it has achieved. She closes with a direct and spirited challenge to the trustees, urging upon them its tremendous importance.

"BLOSSOM TIME" AT CURRAN

FRANZ SCHUBERT died 108 years ago, but the wealth of melody which he poured upon the world during his brief career is immortal. Many of these melodies, fresh and ravishingly beautiful today as they were a century ago, will swell through the Curran beginning Monday night, November 18, when the operetta "Blossom Time" opens for its third San Francisco revival.

Producer J. J. Shubert is planning a production of "Blossom Time" which he declares will be the finest ever seen in San Francisco. Special choruses are being trained to sing the Schubert songs and there will be a ballet, beautifully costumed, and a brilliant cast of principals.

The latter will be headed by Robert Schafer, a young tenor who has been a sensational operetta success in the South since being drafted to that field from the radio. Paul Keast, famous in many a Broadway operetta success, will sing the rôle of *Schubert,* and Louise Galen, blonde Teutonic prima donna, will sing *Mitzi,* the inspiration for the timeless music of the young composer.

Schubert, a prolific young genius, wrote at fever heat and poured upon the world a stream of melody lovelier than it has ever heard before or since his time. Among the Schubert gems to be heard in "Blossom Time" are "Serenade," "Hark the Lark," "Ave Maria," and "Moment Musicale." Themes from the "Unfinished Symphony" have been paraphrased by Sigmund Romberg and woven into the score and into the "Song of Love," always one of the hits of the operetta.

JESSE A. ELLSWORTH PASSES

JESSE A. ELLSWORTH, well known to many California school and book people, died at the age of 73 on Thursday, November 14, at Berkeley, where he and Mrs. Ellsworth have made their home for many years.

Mr. Ellsworth was born in Vermont. After graduating from Middlebury College, he engaged in teaching for a time and then entered on a life-long career in the book work. In 1906 he came to California to look after the interests of The Macmillan Company. In 1910 or 1911 he moved to Seattle, where until 1922 he represented The American Book Company. After his return to The Macmillan Company in 1922, he remained in their employ until his retirement in 1933.

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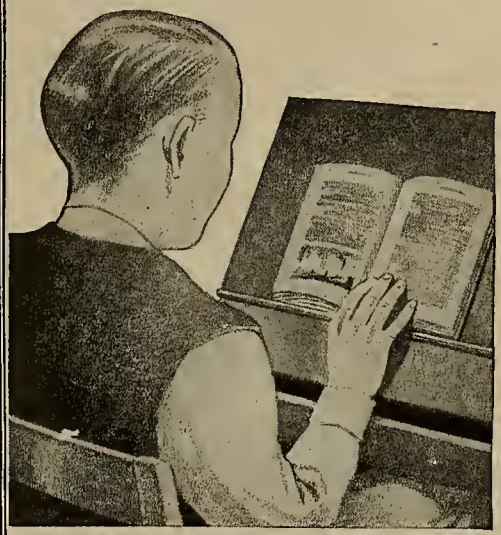

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THE WESTERN JOURNAL of EDUCATION

IMMEDIATELY SIGNIFICANT

By VIERLING KERSEY, *Superintendent of Public Instruction.*

The New Year dawns in a time of optimism. Recovery is the theme of American life. Social and human values predominate in all planning. Education is expected to demonstrate leadership in both creative planning for the future and for functional performance in the attainment of plans proposed.

Conserving human worth, developing original abilities and talents, preserving personality and imaginative, youthful qualities, participation in culture, leisure and recreation, the gratification of yearnings for spiritual values and the attainment of goals which lead to security—economic, mental, physical, and social—are motivation for change, advancement, and greater responsibilities.

If in our challenges are to be found opportunities for future happiness, the New Year, 1936, must intrigue us.

Current general information which keeps teachers and friends of education enthusiastic about progress in California public schools, should include the following items of significance:

1. GRADUATES FROM CALIFORNIA STATE COLLEGES

A report just released by the office of the State Superintendent of Public Instruction shows that a total of 1644 individuals graduated from the California state colleges during the fiscal year 1934–35. Of these graduates, 441 are men and 1203 are women. The report also goes on to show that 1350 of the graduates secured teaching credentials at the time of graduation. The remaining 294 were graduated with baccalaureate degrees without teaching credentials. Of the 1350 students securing credentials, 307 were men and 1043 were women, and 1068 of the graduates are new to the teaching profession, while 282 previously held California teaching credentials but returned to the colleges to take additional training.

2. STATE DEPARTMENT OF EDUCATION PUBLICATIONS

The State Department of Education issues a number of publications from time to time. Following is a list of the most recent publications, with a brief statement indicating the purpose they are intended to serve and something of the emphasis which the State Department of Education is endeavoring to place:

Suggestions for Instruction Concerning Alcohol, Tobacco, and Narcotics.—This bulletin has been issued in response to a definite demand for materials on the subject of alcohol, tobacco, and narcotics which may be placed in the hands of teachers. This demand has come not only from school officials, but from statewide groups interested in the problem of temperance education. Indications are that the bulletin is now serving a very useful purpose in the schools of the state. Requests have been received for approximately 25,000 copies of the bulletin.

The bulletin sets forth the point of view of the department with respect to instruction concerning alcohol, tobacco, and narcotics and contains scientific information on each of these topics.

The Library in the Elementary School.—This bulletin, still in press, is published to aid school districts in establishing school libraries which will better serve the demand of a modern educational program. The bulletin has been prepared by a committee composed of outstanding persons in the field of library work throughout the state, together with selected school officials. The publication of this bulletin should help us greatly in establishing better methods of instruction and better courses of study. The library is an essential part of the modern school. As this bulletin helps local school districts to establish adequate library service, so will school district programs be improved accordingly, since the library is an essential school in the modern school program. Suggestions from the department will help local school districts, first of all, to establish adequate library facilities and through this means advance in the establishment of more adequate educational programs.

Science Guide for Elementary Schools.—The continuance of this series is adding to the body of materials published by the State Department of Education in the field of elementary school science. Science instruction has been hampered by the lack of adequate materials for pupils and teachers; particularly has there been an absence of materials dealing with the phase of natural science peculiar to the state of California. Communications from every part of the state indicate that this series of publications is indeed fulfilling a great need.

Geography Textbooks.—In about two weeks or late in December the Department of Education will begin the distribution of the newly adopted geography textbooks. The first two books of the series, "World Folks" for the fourth grade and "American Lands and Peoples" for the fifth grade, will be distributed at this time. In round numbers 200,000 copies of the new geography textbooks will be placed in use beginning with the spring semester of 1936.

3. POLICE SERVICE

California is assuming national leadership in the development of organized educational programs for the police service of large and small communities of the state. The State Department of Education, in coöperation with the San Bernardino Junior College and the San Bernardino Police Department, has completed a police training conference with all of the members of the San Bernardino Police Department, making an analysis of the patrolman's job in terms of developing instructional material to be used in the training of patrolmen in every department of the specialized police service. The conference also developed a technique of teaching for patrolmen who will in turn become teachers of other members of the police department and of persons who are entering the service for the first time.

4. SAFETY ENGINEERS

The State Department of Education has just completed a conference attended by all of the safety engineers of the Standard Oil Company throughout California. This conference was significant for the reason that the safety engineer plays a very important part in cutting down accidents and in preventing loss of life and property. The conference was therefore of great economic importance.

[*Continued on Page Seven*]

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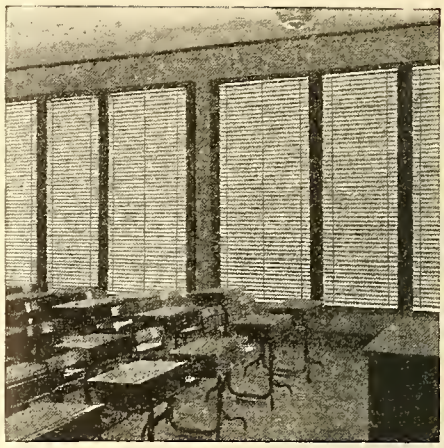

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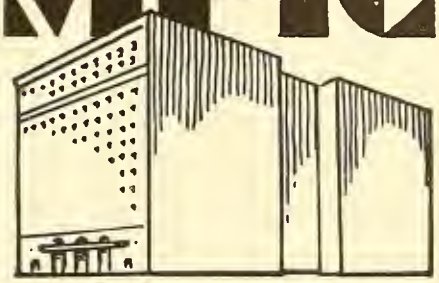

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Devoted to the Interests of the Individual Teacher, to School Administrators, and to the Creation of Wholesome Public Sentiment for Public and Private Schools

VOL. XLI, No. 12 | SAN FRANCISCO, DECEMBER, 1935 | PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

BY W. M. CULP

A. P. PATTEN was this year elected to the district superintendency of the Placentia schools. Mr. Patten was for years principal of the Roosevelt School, Modesto, and came to his new position this year from the Modesto Junior College, where he was an instructor in psychology. Mr. Patten has charge of a high school and four elementary schools. At the beginning of this school year the high school, under the principalship of J. B Crosley, was moved into a new plant of three units constructed at a cost of $50,000.

FOR THE POSITION of supervising principal over the Placentia elementary schools Superintendent A. P. Patten approved the election by the Placentia School Board of C. H. Collett this past summer. Mr. Collett came originally from Michigan. He is a graduate of Stanford of the class of '28. His past educational experience includes one year at Hillsborough as teacher, two years at Modesto under Mr. Patten as teacher, and previous to his election he held for the past three years the position of district superintendent of the McCloud grammar schools.

J. W. MCGINNIS, district superintendent of the Briggs School, Ventura County, had a three-teacher migratory school in his district through walnut-picking time. Dramatics is one of the extra activities that is stressed by Mr. McGinnis. This year the dramatic work of the school was placed in charge of Miss Margaret Dudley, who for the past two years was teaching in the Chula Vista system. It is interesting to note that Merle S. McGinnis, Mr. McGinnis's son, follows his father's interest and is a teacher of dramatics at the Huntington Beach High School. He has been honored recently by being one of those chosen to work upon the state course of study in speech.

DOCTOR ETHEL I. SALISBURY, professor of education, University of California at Los Angeles, has been appointed to a position of supervisor of the Santa Monica elementary schools by Doctor Percy R. Davis, Superintendent of the Santa Monica system. Doctor Salisbury will devote half her time to this supervision work and continue with her university teaching. Doctor Salisbury is one of the noted educators in California. Her work as head of elementary instruction at both Berkeley and Los Angeles city, and as a former member of the State Curriculum Commission, has placed her among the foremost of the country's educators.

E. L. VAN DELLEN, Superintendent of the Ventura schools, has the problem this year of the erecting of a new building on the junior high school site owing to the condemnation of one of the old buildings. A twelve-room unit is being constructed for $70,000. While this is going on, the school has been divided into two sections for instruction; the seventh and eighth grades come in the morning and the ninth and tenth grades in the afternoon.

IN THE elementary system, with the going this fall of Verlin Spencer, head supervising principal, to the South Pasadena Junior High School as vice principal, Mr. Van Dellen appointed Doctor Charles S. Smith to the vacated position. Doctor Smith is a native of Utah. His doctor's degree is from Columbia University. He has been in high-school work in Wyoming as principal and was four years at Provo, Utah. He comes to his new place from a teaching position in Long Beach Junior College.

THE TRACY elementary schools, under Superintendent E. B. Shoesmith, are expected to show considerable new growth within the year, owing to the increase in population on account of the discovery of natural gas wells within the school district recently.

THE CASTRO VALLEY grammar school, under District Superintendent A. B. Morris, was opened this fall with the building completely renovated. Another man was added to the faculty in Cecil Klee, last year's graduate from San Jose State College. Physical education and music are being especially stressed this year. Some forty students are receiving instruction in instrumental music under the direction of Miss Marcella Norris and Miss Jane Ludlow.

GEORGE C. BUSH, Superintendent of the South Pasadena schools, has the construction work at the high school upon a science building well under way. A $260,000 bond issue is to be voted upon for the rehabilitation of the elementary schools. South Pasadena has been honored as the first city west of the Mississippi to have an exchange teacher with a foreign country. Arrangements for the exchange were made through the English-speaking Union of New York, and were made possible by a law enacted by the 1933 California Legislature. Miss Myrtle Farrar of the South Pasadena High School is in England teaching English in the Dudley High School for Girls at Dudley, England, and Miss Carline J. Barnaby of Dudley, England, has arrived in South Pasadena and is teaching English in a class in American history.

THE MOUNT EDEN grammar school is in its third year under the principalship of John B. Vasconcellos. The school has grown to have a faculty of five teachers and an enrollment of about 160 pupils. Mr. Vasconcellos has had an interesting life. He was born in the Hawaiian Islands and lived there for nineteen years. He then came to San Jose and graduated from the San Jose High School. In 1926 he graduated from the University of Santa Clara with a B.S. in electrical engineering. In 1929 he received an A.B. from San Jose State College, and at present he is working upon an M.A. in education from Stanford University. His work previous to his present position included a vice principalship at the Centerville grammar school and five years as principal of the Mission San Jose

grammar school. The Mount Eden faculty includes Ruth M. Ganberger, Mrs. Grace Good, Miss Alma Jensen, and Mrs. Edna S. Overacker.

C. S. TORVEND, district superintendent of the Patterson grammar schools, has developed a fine visual education program with use of films that correlate with nature study, history, and geography. In order to facilitate this program, improvements in the acoustics of the auditorium and stage were made this past summer. Patterson, also, has raised its teachers' salaries.

THE SANTA BARBARA COUNTY schools, under Superintendent Mrs. Muriel Edwards, and the Santa Barbara city schools, under Superintendent Curtis E. Warren, have outlined for this school year 1935–1936 a joint program for the reconstruction of the curriculum which is of unusual interest and excellence. This program calls for a long-term period of study and of professional activity under the direction of various professors of the Department of Education of Stanford University. The approach has been divided into three fields. The first is concerned with building of basic supporting understanding. The second involves translating these new understandings into learning activities with the student, who is directed. The third involves summarizing the best of these experiences of the members of the group and of making them available to the total group.

In putting this program across six meetings have been scheduled, with basic readings from some text designated as the foundation for discussion at the meeting which will be under the leadership of some professor from Stanford University.

The meetings outlined with subjects and basic texts are as follows:

October 25–26, "New Developments in Psychology"—Basic reading: Raymond H. Wheeler and Francis T. Perkins, "Principles of Mental Development," 1932.

November 15–16, "Social Foundations of Education"—Basic reading: George S. Counts, "The Social Foundations of Education," 1934.

January 10–11, "What Constitutes a Sound Philosophy for the Teacher?"—Basic reading: John L. Childs, "Education and the Philosophy of Experimentalism," 1931.

February, "In Light of Psychological, Sociological, and Philosophical Developments, What Are Sound Principles and Procedures for Improving Educational Practices?"—Basic reading: Hollis L. Caswell and Doak S. Campbell, "Curriculum Development," 1935.

March, "What Significance for Education Have Such Development as Integration, Fusion, Activity Method, and Unit Method?"

April, "The General Pattern of the Instructional Program of the School With Plans for the Second Year."

The books that are to be studied are being made available to schools by the city and county superintendent from school moneys. The county teachers received their books through the county library. Monthly sessions are held in Santa Barbara Saturday mornings and afternoons. On alternate meetings after October the Northern teachers meet at Santa Maria. All requirements for institute may be satisfied through this series of meetings.

L. W. MUSICK this year was elected to the district superintendency of the Decoto grammar school. Mr. Musick is a graduate of Stanford University of 1928, with an A.B. degree and an M.A. in 1930. He also is a graduate of the Healds Business College, Oakland. At Stanford University he was an assistant in biological sciences. For several years Mr. Musick taught commercial courses, science, and dramatics in the Modoc County Union High School at Alturas. The past year he held the position of assistant manager and registrar of the Polytechnic College of Engineering and Junior College of the City of Oakland. Mr. Musick is specializing in administration, and in his new position will become acquainted with the procedures of the elementary field.

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V. BERNARD JOHNSON, district superintendent of the Pleasanton grammar schools, had the honor of being one of the scout masters who assisted in the trip of the Boy Scout Bay Section contingent to Washington and New York this past summer that was taken under the leadership of H. J. Berniss, Oakland Boy Scout executive.

C. W. RANDALL, Superintendent of the Ontario grammar schools, has had a 10 per cent increase in the enrollment of his schools this fall. With the completion of the Central School this past summer, Mr. Randall is now contemplating the construction of other units under the SERA program. The construction at the junior high school is now going on.

J. WARREN AYER, Superintendent of the Monrovia city schools and the Monrovia–Arcadia–Duarte High School, keeps the citizens of his district well informed of school matters by the issuance of "The Foothill School Bulletin." This bulletin is edited by the administrative department of the high school and is printed in the high school printing department. It includes pertinent editorials and facts concerning the educational problems of the community. Another aid to good school understanding was the publishing by the printing department of the Parent–Teacher Association Year Book for 1935–1936, in which was outlined the schedule of meetings and events of the school year. This year book in semi-calendar form gives the facts of happenings in very accessible form.

E. E. WESTERHOUSE, district superintendent of the Arcadia schools, moved his pupils this fall term into the rebuilt First Avenue School. The work of rebuilding the plant to make it earthquake proof was excellently done, and the school has the appearance of a new building. The straight architectural lines of the new type structure designed to withstand earthquake shock are most pleasing. Within the building hallways and classrooms have been redecorated with the idea of giving light and airy effects. The cafeteria, in white with green tables, is unusually attractive. Arcadia is growing in population and more than 800 pupils are enrolled. The growth is again starting in the lower grades. A new assistant in the kindergarten was hired after the start of school.

THE SANTA ANITA race track is situated within the city limits of Arcadia. During the winter race meeting a school for jockeys is to be carried on within the race-track grounds, under the direction of the Monrovia–Duarte–Arcadia High School District. John R. Hunt, supervisor of child welfare and attendance for the County of Los Angeles, interviewed the race-track directors in regard to the matter. The directors of the track are providing the facilities for the school pupils and are paying the cost of the instruction, while leaving the management of the school to the high-school district.

THE 1935–36 PROGRAM of the Los Angeles County Institute for the elementary and secondary teachers of the county, as arranged under the general chairmanship of A. R. Clifton, County Superintendent of Schools, and his assistants, Lorraine Miller Sherer, elementary chairman, and C. C. Trillingham, secondary chairman, is a continuation of the tremendous study programs inaugurated last year. The series of institute lectures, trips, and conferences started October 12 and will end December 16. They have been divided into eight groups: 1, lectures of an informative type; 2, lectures of the provocative, inspirational type; 3, round-table meetings; 4, demonstrations and exhibits; 5, laboratory shop meetings; 6, observation of expert teaching in elementary schools; 7, observation of teaching in the secondary schools; 8, field trips. Attendance at six sessions fulfills the institute requirements.

Superintendent Clifton and his assistants, in arranging this program, have had in mind the betterment of instruction, and the attempt has been to put the teacher into a learning situation so that he can go through the processes that he hopes to bring about in the pupils under him.

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FRANK M. WRIGHT, district superintendent of the El Monte grammar schools, is a school man that of late years has carried on one of the most progressive educational programs in Los Angeles County. He was the first school man in the county to organize his school into a primary section and an intermediate section with no distinction of grades in each section, but with the promotion of pupils from one class to another as rapidly as they progressed in accomplishments. Promotion out of a section came when the pupil was considered to have made the progress required.

The upper grades, seventh and eighth, have been organized upon a departmental basis with a very much enriched curriculum. If a pupil has the ability and desire, there are such things available as boys' cooking, dramatics, boys' shop, girls' shop, mechanical drawing, arts, crafts, journalism, home nursing, Spanish, science, knitting and weaving, athletics, orchestra, boys' and girls' glee clubs, class in social standards.

Another successful innovation has been the teaching of music to pupils of the 4B through 8A in large classes of 120 to 200.

The El Monte grammar schools enroll around 1800 pupils. In the Columbia School plant, the main school of the system, where the largest number of the children are cared for, we find a very finely thought-out school. In structures of one story there are some forty-five classrooms in one main building, and two separate buildings—one an eight-room primary unit and the other a cafeteria and auditorium building. These buildings are fireproof and earthquake proof and have been well designed for school activities.

El Monte is one of the most rapidly growing communities in Southern California, due to the coming of people out in the suburban area and also due to the fact that the federal government is just completing a subsistence project of 100 homes within the school district.

MRS. VIDA HOLLENBECK, teacher in the La Mesa Grammar School, is president of the San Diego County Teachers' Association this year.

THE TURLOCK grammar schools, under District Superintendent L. L. Miller, have around 1000 enrolled, about the same registration as of the past year. A redistribution of the pupils of the city was made this year in the two city's schools. Because of the hazard of railroad tracks that run through the center of town, pupils, instead of going to a primary school and an upper-grade school as in the past, were each assigned to a school on their side of the tracks that was organized upon kindergarten, one to eight basis. Miss Clara Wassurn, in charge of the supervision work of the Turlock schools, is devoting part of her time to primary teaching. A gradual reorganization of the curriculum is being made under her direction.

WITH THE OPENING of schools in August and September and continuing on into December signs point to the return of almost normal conditions in most of the school systems of California. The University of California at Berkeley, under President Robert Gordon Sproul, has enrolled one of the largest student bodies of all time. The payment of delinquent taxes has in many cases given large amounts of extra funds to school districts. There is hardly a school district in California that at present cannot pay adequate salaries, if the trustees decree it. Most of the districts have gone back to the regular scale of salaries, including San Francisco and Los Angeles. Los Angeles has resumed the payment of annual salary increases according to their schedule. Schools opened all over California with equipment and buildings thoroughly renovated by workers employed under CWA and PWA grants. The strengthening of school structures in order to bring them up to state requirements as regards earthquake shock is completed or well along in most communities. The State Department of Education, under Superintendent Vierling Kersey, State Superintendent of Public Instruction, is carrying on for this year a program based upon progressiveness and common sense. With people feeling more optimistic, the outlook is for the completion of a most successful school year. The schools are being supported again in California in the old-time way.

JAMES A. JOYCE, Superintendent of the Taft elementary schools, this fall moved pupils into the new Conley School, that had been built at a cost of $62,000, part of which was an $18,000 government grant. The old school had been razed because of not coming up to earthquake safety specifications by a previous SERA allotment. There is under consideration now the securing of $40,000 for a stadium to be erected upon the playgrounds. Taft each year in the spring, under the educational leadership of Mrs. Martha Ellen Cheney, assistant superintendent in charge of instruction, puts on an educational pageant. This pageant is the culmination of activities developed in classes throughout the previous school year. A stadium for this pageant and for games has been greatly desired, and it is hoped that it will be arranged for some time in the near future

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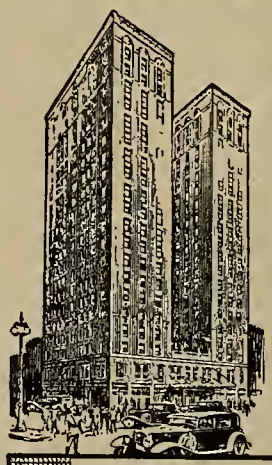

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[*Continued from Page One*]

The discussions of this conference centered around an analysis of the responsibilities of the safety engineer, developing a technique of conference leading so that the safety engineer in the future may conduct more efficient safety engineers' conferences in terms of the responsibilities of the safety engineer.

As a second motive the conference was designed to train these safety engineers in the technique of teacher-training, since every safety engineer has a responsibility for instruction.

The management pronounced this conference to be most efficient and far-reaching. A conference report is being prepared which will be published by the State Department of Education in the near future.

5. PETROLEUM TECHNOLOGY

At the request of the educational committee of the American Petroleum Institute, which was assembled in national convention in Los Angeles in November, the State Department of Education presented the California Plan for Trade and Industrial Education and the special plan for vocational education for the petroleum industry as a whole. The California Chapter of the American Petroleum Institute formed a state advisory committee to work with the State Department of Education in the development of a state program of education for the petroleum industry which will definitely meet its needs.

As the petroleum industry is one of California's largest and most important industries, training for the industry on a technical institute level will be an important part of our program in the junior colleges of the state; and also trade extension training programs for persons employed in the refineries and fields will be of prime importance for the first time in the history of California.

6. EXECUTIVES' CONFERENCES

It is the desire of the State Department of Education to render every service in long-term planning for a broad expansion of California's industries, as it is hoped that not far in the future California will be recognized as one of the leading industrial states of the Union. As all plant executives have as their major responsibilities managerial and supervisory work, and are responsible for the working personnel under their supervision, in the responsibility of the State Department of Education for organized training we are interested in setting up executives' conferences to bring about an appreciation of the importance of training programs in the industrial plants. This service is generally available to industry through the State Department of Education.

7. FOREMAN TRAINING CONFERENCES

As a part of the long-term planning program in trade and industrial education, it is proposed to expand State Department of Education service to industry through the improving of foremanship. It is generally recognized by industrial management that the foreman is the key man in industry, and with our ever-changing industrial structure, due to science, invention, and research, in terms of new processes, new materials, new machines, the instructional responsibility of the foreman is ever increasing. To insure the stabilization of the workman's job, the foreman is becoming a more important supervisor in industry than ever before because of his responsibility for scientific training.

As a part of the long-term planning program in trade and industrial education in California, it is proposed to conduct as many foreman-training conferences during the coming years as is possible.

Such conferences have been conducted within the last few months with success. Officials in coöperating industrial plants have recognized increased efficiency in the operating or production departments of their plants.

One of the results of the foreman-training conference is the organization of trade extension evening classes for workers in the plant. Eight petroleum technology courses on the evening trade extension basis have been started this year at one oil refinery. Organized teacher-training programs for the men selected by plant management to become instructors in these courses as a part of the local school system are being developed.

8. REVISION OF HIGH SCHOOL COURSES OF STUDY

For more than forty years, boys and girls fourteen to eighteen years of age have been entering the high schools in larger and larger numbers. It is estimated that nearly three-fourths are now attending school. In some states the proportion is not so large, but in other states practically all are enrolled. California has long been one of the states sending large numbers to high school.

While the number of college students in California is larger than ever before, the percentage of high-school graduates entering college is actually less than it was twenty years ago. This means that high-school education must be adapted to the needs and interests of young people who will end their formal schooling at the age of eighteen or twenty.

The State of California is confronted with this problem. By tradition the schools think first of such subjects as mathematics, foreign language, and history. School patrons are also accustomed to a high school in which these subjects are offered, and tend to think of a high school as a place where they are studied. The principal, in attempting to plan a course of study for those who probably will not attend college, is confronted with a type of community thinking which handicaps his efforts.

The principals of California are devoting much thought and attention to this problem. Within the next few years it may be expected that a curriculum will be worked out which will differ greatly from the academic curriculum, the primary purpose of which has been preparation for college.

9. PLACEMENT OF PHYSICALLY HANDICAPPED

Placement of the physically handicapped is the basis of a new agreement between the State Department of Education and the California State Employment Service. Under this agreement a coöperative service for employable disabled per-

sons has been established. It is based upon the accepted principle that a physical deficiency in an otherwise efficient applicant of sound mind and coöperative attitude is no greater handicap than is a deficiency in English or mathematics for a nondisabled person who applies for work requiring proficiency in these skills. One who is not skilled in mathematics should not apply for a job as civil engineer; and a man with only one arm should not try to be a carpenter. But a qualified engineer with only one arm may lay out a road or design a bridge, just as an able carpenter may build a house although deficient in mathematics.

It is the plan of the Employment Service and the Vocational Rehabilitation Service to join forces in the task of placing employable disabled on suitable jobs matching their real abilities. Vocational training may be provided if necessary for adjustment.

10. COLLEGE ENTRANCE REQUIREMENTS

One sure way for a high-school principal to commit academic suicide is to rearrange the school program in such a way as to have his school dropped from the "accredited" list. This means, in California, that the state university considers the training given in such a school insufficient to permit a graduate to pursue with reasonable success the program of the university

For many years principals have urged the university to change entrance requirements in such a way as to permit a school to develop a program that catered to the needs and interests of the students and of the community. There have been changes in entrance requirements, but principals still believe they are unduly bound by the standards set for admission into the university.

Some two years ago, a group of principals approached the university with a request that their schools be freed from requirements and that graduates be allowed to enter the university without penalty. Out of this request grew an experiment in which twelve schools, four located around the Bay District and eight in Los Angeles and vicinity, were permitted to do what they liked with respect to changes in courses of study. Pupils will enter college—for practically every college in California has expressed interest and willingness to coöperate—upon recommendation by the principal. The colleges, on the other hand, will scrutinize the work of the students from the coöperating schools.

A few years ago the Progressive Education Association approached some two hundred colleges and universities with the proposition that a limited number of high schools be selected from which students might enter college whether or not they had fulfilled the entrance requirements set up by the colleges.

Members of the association who were engaged in secondary education claimed that the requirements levied by the colleges were so exacting that the high-school curriculum could not be modified as it should to prepare students for modern life.

Most of the colleges agreed to coöperate in the experiment, and thirty high schools, public and private, representing all areas of the United States, were chosen. The experiment will run for eight years, and the first group of freshmen will enter the colleges in the fall of 1936.

Two California schools, the Eagle Rock High School of Los Angeles and the University High School of Oakland, are participating in the experiment.

11. STUDY OF PROBLEMS OF SECONDARY EDUCATION

The last few years have witnessed the greatest amount of study upon the problems of secondary education ever concentrated in a short period.

The last three years have witnessed the appearance of the National Survey of Secondary Education and the Report of the Commission on Social Studies of the American Historical Association. Both were extensive, heavily subsidized investigations. The final report of the Pennsylvania Study, which dealt with the relationship between school and college, is in press. The Pennsylvania Study was also heavily endowed and extended over a period of eight years.

The Commission on the Relation of School and College of the Progressive Education Association, which was set up several years ago, is sponsoring an investigation of all phases of instruction, methods of keeping school records, and methods of collecting information regarding pupils which will assist in planning the educational program. Permission has been granted by some two hundred colleges to thirty experimental schools to change their programs, on the assurance that graduates will be accepted as freshmen by the colleges. The college work of these students will be compared with the work of students from other schools, as one means of determining the success of the experiment.

Investigations which have recently been started are the Coöperative Investigation of Secondary School Standards and the Youth Commission. The former is an affiliation of a half dozen agencies which accredit high schools, and the purpose is to work out a set of standards by which the school buildings, the training of teachers, and the educational program can be evaluated. The Youth Commission's investigation will set in motion machinery which will bring about a study of the purposes or philosophy of education, the mental, physical, and moral characteristics of adolescents, and the influence such environmental factors as motion pictures, radio, and the press have upon education. A board of fourteen, of which Chester H. Rowell, editor of the San Francisco *Chronicle,* is a member, will direct the investigation.

12. STATE COLLEGES

The State Superintendent of Public Instruction reports that the seven California state colleges during the fiscal year 1934–35 enrolled a total of 11,876 students. The total enrollment by colleges was as follows: Chico, 915; Fresno, 2243; Humboldt, 383; San Diego, 1684; San Francisco, 2832; San Jose, 2627; Santa Barbara, 1183.

The summer session maintained by the seven California state colleges in 1935 enrolled a total of 3041 students. The total enrollment by colleges was as follows: Chico, 137; Fresno, 220; Humboldt, 133; San Diego, 299; San Francisco, 1086; San Jose, 813; Santa Barbara, 353. The state college summer sessions are by law self-supporting agencies of government. The entire cost must, therefore, be defrayed by student fees. The colleges collected from the summer session students in 1935 a total of $62,502. For this amount the colleges employed 204 summer session instructors besides defraying all other expenses involved in maintaining the summer session.

13. WHOLESOME LEISURE TIME ACTIVITIES

In partial fulfillment of the field's need for a comprehensive point of view and for actual teaching materials in wholesome leisure-time activities, the State Department of Education office of Health and Physical Education has prepared and distributed a bulletin dealing with "Special Activities in Physical Education for High School and Adult Groups." The bulletin deals largely with five special types of physical education programs: (1) inclement weather, (2) individual adaptation, (3) noon-hour leisure, (4) intramural, and (5) school parties.

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Entered as second-class matter at the Post Office at San Francisco, Cal., under the Act of March 3, 1879.

THE WASHINGTON STATE EDUCATION ASSOCIATION

By M. MADILENE VEVERKA,
Director Elementary Curriculum Section, Los Angeles City School District.

The topography of the State of Washington is such that the state teachers' meetings are held in several places to save long, tiresome trips for the teachers. These meetings are distributed at centers to care for a group of counties, and yet there is enough overlapping to enable speakers to meet with a number of the groups. It had been on my calendar for a number of months that I, too, was to be at the Washington Education Association meeting in October. Leaving Los Angeles on October 18—Friday evening—one arrives in Seattle Sunday afternoon. The restful hours on the train, without telephones, without mail, without interviews, put one in a frame of mind to appreciate the beauty of the trip.

Miss Reynolds and Miss Laurie met me at the train in the midst of a downpour. There was much to say, but the train was soon ready to whisk me off to Wenatchee, where the institute for Chelan, Douglas, Grant, and Okanogan counties opened Monday morning.

The most vivid impression is the meeting of Ernest W. Campbell, president of the Washington Education Association. He spoke on "Trends in Professional Organizations," and I thought as I listened that "here was professional leadership and we on the coast must make use of it." Mr. Campbell is undoubtedly a rising Western educator among our younger men, and the Northwest will hear much of him in the future. Doctor A. D. H. Kaplan, professor of economics, Denver University, and Doctor N. D. Showalter, State Superintendent of Public Instruction, were among the speakers at this Wenatchee meeting. It was a heavy program. There were luncheons held by various sections. The primary teachers gathered at the Central Christian Church. Their meeting was a festive, colorful, stimulating affair. It was hard to keep one's mind on education because there were glimpses of glorious snow-clad hills competing with psychology, units of work, etc. To one from the Southwest the red and golden colors, the naked trees, and the rustle of leaves underfoot was a treat, and took one back to an Eastern childhood.

The next meeting was at Yakima, over a hundred miles away. After all the details and responsibilities of the first meeting had been taken care of by President Campbell, we were again whisked away to Yakima, over romantic country, past canals, over rivers, and by way of a recently discovered petrified forest where huge logs peeped out from under the sod. Yakima gathered under one banner four counties at the Franklin Junior High School — Benton, Kittitas, Klickitat, and Yakima. One is impressed by the fine music provided for these programs, and even without knowing it you suspect that the people of the region give much attention to music, and they certainly may feel satisfied at having accomplished their aims. In this meeting the outstanding message was given by Geoffrey W. Stafford, pastor of University Temple, Seattle. It was a scholarly message, outstanding both for its content and the finished language of the speaker. "The Place of Culture in the Modern Age" lifted us all a bit higher and gave us courage to go on working for the immeasurable in children's lives. Our deliberations were punctuated by luscious rosy and golden apples. And such apples!

Miss Olive Benison was the good fairy who carried us off on her magic—shall I say carpet or shall I just say car? We found ourselves next day in Walla Walla, and spent the day getting acquainted with a fine group of teachers, progressive in thought and understanding. It is a comfort to speak to teachers and know that the message you bring, however little or great, is finding ground already well cultivated, and that they can go with you all the way.

From Walla Walla, leaving about two o'clock or after, we started for Spokane. I met two Spokane principals. The president told me that these two young ladies would take me to Spokane, and (would you believe it?) we were there, one hundred and sixty miles or more, over some fifteen miles of detour, in time for the six o'clock banquet. I have never seen a schedule better carried out. The banquet of the Ella Flagg Club in the inimitable Davenport Hotel was an event. It seemed like the climax of a great experience. Then there was the meeting with the fine group in the Fox Theater. Friday morning I went all the way to Lewiston, over hundreds of miles of wheat stubble. The view from the Lewiston hill, which they should always reserve as a surprise and then watch what it does to your face. The people at Lewiston are working on a new state reading curriculum, and it was interesting to talk to them on the mysteries of reading for little children. Then back to Tacoma and Seattle, with reception, drives, and programs. Even a snowstorm was staged for my benefit. The nip in the air brings one back with a jerk and is good for a Californian.

During the trip three contacts were significant: My good friend and early schoolmate, Mrs. Eugene Buchanan of Cheney, now in Spokane; Mr. and Mrs. Joseph W. McPherson and their grown-up family, formerly of Colorado, and Grace Filkins, Tacoma, now a nurse but formerly a classmate, a teacher and principal.

I thank the State Teachers' Association of Washington for privileges not accorded to many—meeting fine groups, contacting old friends, and growing in courage for the future.

RESEARCH ON READING DISABILITIES

The third annual research bulletin of the National Conference on Research in Elementary School English is entitled "Reading Disabilities and Their Correction." It contains an introduction by Doctor E. A. Betts, superintendent of practice, State Normal School, Oswego, N. Y.; a summary of forty-three recent research studies in the field of reading difficulties, and an annotated bibliography of forty-six books and articles on reading disabilities. Copies may be obtained by addressing the secretary, C. C. Certain, Box 67, North End Station, Detroit, Mich. The price is 50 cents. Critical evaluations of this year book by Doctor Arthur J. Gates, Doctor Donald D. Durrell, and Doctor William S. Gray appeared in recent issues of "The Elementary English Review."

A few copies of the second year book, "A Critical Summary of Selective Research in Elementary School Composition, Language, and Grammar," are still available and may be ordered at 50 cents each.

J. R. OVERTURF, PRESIDENT C. T. A. N. S.

J. R. Overturf, deputy superintendent of the Sacramento schools, was elected president of the Northern Section of the California Teachers' Association at the regular meeting held in Sacramento, November 25 to 27. He was unopposed.

Mr. Overturf has held the position of deputy superintendent in Sacramento for almost eleven years. Prior to that he was Superintendent of Schools in Lodi. He is a native of Nebraska, born in Nehema County, and attended the rural schools and high school there. His secondary degrees were received at Frémont College, Nebraska, and the University of Nebraska, with graduate work done at Stanford University.

J. R. Overturf, Deputy Superintendent of Schools, Sacramento, Cal.

He has had rather extensive institute work and summer teaching, having served on the summer faculties of Chico and San Jose state colleges and as associate professor at Stanford in the summer of 1932.

As president of the Northern Section, the chief obligation will be to work with an institute committee, provided for under the constitutional by-laws, to develop a program for 1937. He has hopes that during this period proper research may be done to ascertain the type of program that should be offered, which will be most helpful to all teachers concerned. This will have to be ascertained through his making contacts, as president, with the various county and teacher organizations throughout Northern California.

Mr. Overturf has had wide recognition in California for his leadership both in curriculum and administration.

NEW GEOGRAPHICAL MATERIAL

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This charming new book on Japan for the third and fourth grades is an advance on any of the books so far published for children of those grades. Delightfully written, it gives a real look into the everyday life of Japanese children. The illustratons have been selected with a great deal of care.

Miss Edwards is one of the well-known educators in California. As teacher, principal, county rural supervisor, and city supervisor she has always made an impression wherever she has taught. This book is the result of a trip to Japan.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, State Library.

Three District Meetings of the California Library Association

By MABEL R. GILLIS, *State Librarian*

A VERY FINE FEATURE of the district library meeting at Yreka on October 26 was the interest shown by city and county officials and other residents of the county. Supervisor W. T. Davidson welcomed the visitors and remained through the morning meeting and luncheon. Other officials attending one or more sessions were District Attorney James Davis, County Superintendent of Schools Robert C. Dennis, Rural Supervisor Lyle Allison, H. Rode, principal of Etna High School; George E. Luttrell, principal of Yreka Elementary schools; Charles Graves, probation officer and an authority on the Indians of Siskiyou. Two trustees of the Yreka Public Library and nine custodians of Siskiyou County Library branches attended the meeting. Altogether, the enthusiasm and hospitality of the Yreka and Siskiyou County people made the meeting a joy to the visitors from afar.

Miss Jessica Fredricks of the San Francisco Public Library, second vice president of the C. L. A., gave greetings from the president. She followed her introductory remarks by some description of the music department, of which she is head, and some suggestions for the use of musical material in libraries.

Eugene C. Golden, educational director of CCC camps in Southern Oregon and Del Norte, Siskiyou, and Modoc counties in California, gave an account of his work and made a plea for the coöperation of libraries in the educational program for the boys in camps. He was followed by W. B. Tucker, librarian for the eight Western states. He is the first librarian to be appointed for a corps area.

Luncheon was served at the I. O. O. F. Hall and was followed by singing by George Oleson, accompanied by Mrs. Thorne West, and a short talk by Eleanor Hitt, assistant state librarian. Miss Hitt described the two new bulletins about to be issued by the joint committee of educators and librarians working on library problems in connection with children of elementary grades.

In the afternoon Mabel Gillis, State Librarian, talked of new trends in the library world. She was followed by Ella V. Aldrich of the University of Louisiana Library, who is making a study of county and regional libraries under an A. L. A. fellowship. Miss Aldrich gave an interesting résumé of her travels and dwelt at some length on the Fraser Valley (British Columbia) Regional Library. The meeting ended with reviews of books for children given by Ella Danielson, Marysville City Library; Mrs. Ella Morse, Colusa County librarian, and Frances Burket, librarian of Sutter County Library. Other librarians present from the district were Ida M. Reagan, Butte County librarian, and Ella M. Whittle, Oroville Public Library.

Gretchen Knief, Siskiyou County librarian, president of the district, presided graciously and was ably aided in entertaining the visitors by her staff of three assistants. Due to an accident, the district secretary, Roxie Hall, librarian of Tehama County, was not able to be present, and Frances Burket acted as her substitute. Miss Knief was elected nominator for the district and Ida M. Reagan alternate.

The Sixth District, California Library Association, tried an interesting experiment for its meeting this year. In addition to the one session devoted to association business, a library institute was held through the coöperation of the School of Government of the University of Southern California. The plan was enthusiastically received and the institute well attended. All sessions were held on the university campus.

At the morning meeting, November 8, Josephine B. Hollingsworth, municipal reference librarian, Los Angeles Public Library, president of the Sixth District, introduced Doctor Rufus B. von KleinSmid, president of the University of Southern California, who gave an inspiring address of welcome. After committee reports and a very lively C. L. A. membership talk by Dorothy Wents, Orange County librarian, and a thoughtful plea for A. L. A. membership by Margaret Hickman, Los Angeles Public Library, Cornelia D. Plaister, president of the C. L. A., gave greetings and spoke of association matters, including plans for the annual meeting to be held at Hotel Coronado during the week of April 27, 1936, exact dates to be announced later.

Doctor Robert H. Lane, assistant superintendent Los Angeles Board of Education, gave a most stimulating talk on new trends in education and urged the librarians to keep informed about advances in educational matters and to adapt library service to them.

The Sixth District meeting proper ended in a luncheon at which members of the Citizens' Library Council were honored guests and Lewis Browne, member of the council, was the speaker. Not many of the busy people who make up the Citizens' Library Council were able to be present, but the association was happy to introduce at the luncheon Mrs. James K. Lyttle of Los Angeles, Mrs. Harriet Geggie of Los Angeles and Palm Springs, Doctor Rockwell D. Hunt of the University of Southern California, and Robert S. Person of La Canada, in addition to the speaker. Lewis Browne, who makes his home at Santa Monica, paid tribute to his own local librarians as well as libraries in general, and gave one of his brilliant talks on the functions of libraries as he sees them.

It would be impossible to describe in detail the many splendid features of the institute. In general, the theme was "Public Relations," and all during Friday afternoon and Saturday morning there were three round-table groups considering such large topics as "Techniques of Various Kinds of Surveys," "What the Public Expects From the Public Employee," "How to Catch the Public Eye and Ear." One group carried on book symposiums continuously. In all cases subjects were introduced by those thoroughly familiar with them. These talks were then followed by summaries and general discussions.

All members attending the institute came together at dinner Friday night and heard Doctor W. H. Burton, professor of education, University of Southern California, give an interesting and informative talk on "The Effect of Propaganda on Public Opinion." Saturday noon the institute closed with a luncheon, at which Gordon Whitnall, coördinator of the committee on governmental simplification, spoke on "The Place of the Library in Regional Planning."

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Great credit is due Miss Hollingsworth and her committees and Dean W. Ballentine Henley of the School of Government for the very worthwhile meeting and institute. It was enjoyed not only by the Sixth District members, but by many from outside the district, who traveled far to hear the experts who spoke at the various round tables and felt well repaid. Members and visitors alike were enthusiastic over the experiment and the resulting benefits.

MODESTO always manages to have delightful weather for librarians. November 14 was no exception, and the librarians of the Fourth District, C. L. A., with guests from near-by districts, thoroughly enjoyed the day. Mayor King was most cordial in his welcome and practical as well, promising that none of us would be molested during the day if our unfamiliarity with local traffic regulations seemed to be about to involve us in difficulties. A good membership talk by Frances Goree of the Kern County Library staff and a convincing sales talk for C. L. A. publications by Mrs. Harriet Davids, Kings County librarian, started the business of the day. Miss Bessie B. Silverthorn, Stanislaus County librarian and president of the Fourth District, was elected nominator and John D. Henderson alternate. The meeting then divided into four round tables for informal discussions. Mrs. Ruth McDowell of the McHenry Public Library, Modesto, led the group discussing reference and circulation problems; Doris Gates, Fresno County Library, was chairman of the group considering work with children; Sidney M. Hequembourg of the Kern County Library led the discussion on work with branches; and Nora E. Wheeler of the Tulare County Library on work with schools. All the discussions proved helpful and interesting.

Speakers at the luncheon were Supervisor E. K. Finney, who greatly pleased his audience by commending the earnestness and honesty of purpose of librarians in general, and State Librarian Mabel R. Gillis, who spoke on activities in other library districts. Supervisor C. Todd Clark and Mrs. Clark of Fresno County attended the meeting and were introduced, as were members of the McHenry Public Library Board also.

The afternoon session was most enjoyable. After a good résumé of California Library Association activities by First Vice President Charles F. Woods, librarian of Riverside Public Library, two local speakers were heard. Reverend L. L. Loofbourow, of the First Methodist Church, in his talk entitled "Oldest Living Things," gave not only pertinent facts about our redwoods, but much of information and inspiration from his own rich experience. Professor Samuel E. Duff of Modesto Junior College in discussing current poetry gave very discriminating reviews of Edwin Arlington Robinson's "King Jasper," Robinson Jeffers' "Solstice," and Robin Lampson's "Laughter Out of the Ground," much to the delight of the librarians.

Book Week, Los Angeles County Public Library

BY ELEANOR STEPHENS,
Assistant Librarian

"WEEKS" celebrating worthy causes tend toward stereotyped observances, but 1935 will long be remembered in the Los Angeles County Public Library as the Book Week that really celebrated something. Poster distribution and the assembling of shipments of new attractive books are a natural accompaniment of Book Weeks, yet it was not until November 22, 1935, that this library had the opportunity of introducing to its clientele some of the authors of the books thus advertised and shipped.

Like Woolcott's coincidences, it all just happened most propitiously. However, an orderly sequence of events contrived to make it a most enjoyable occasion.

Early in the year a dinner meeting was scheduled by the Los Angeles County school authorities as an institute number, at which meeting the Los Angeles County Public Library was to act as host to the teachers.

At the time the date was chosen it was not known that the library would be celebrating not only National Book Week, but also the inauguration of the newly appointed head of the consolidated division of work with children, Miss Claire Nolte, and her first assistant, Mrs. Alice B. Lewis, formerly head of the children's department of the Long Beach Public Library.

Knowing how busy authors are during Book Week, it seemed almost too much to hope that they would turn out 100 per cent for the dinner scheduled for Friday evening at the Women's Athletic Club. Yet the triangle of teacher, author, and librarian proved to be quite perfect, even though the scattered authors could only top the apex, while the librarians furnished the base, and the more numerous teachers filled in both sides of the geometrical pattern at each table, and represented schools from even far-away places in the county.

After the general get-together and dinner, Miss Vogleson, county librarian, spoke briefly of the purpose of the meeting, mentioning, as its keynote the desire for friendly coöperation between schools and libraries. She then turned the program over to Miss Claire Nolte, who introduced the twenty authors present. With so many attending, there was little more than time for each author to acknowledge with a bow Miss Nolte's charming potpourri of biographical and bibliographical information about the following literary folk: Mrs. Agnes Atkinson, Doctor Spencer R. Atkinson, Colette M. Burns, Louis Dodge, Mrs. Katharine Garbutt, Bernard Garbutt, Madame Grishina-Givago, Lola Hoffman, Robert B. Kolsbun, Eva D. Edwards, Hugh Lofting, Mrs. Jane Miller, Mrs. Grace Moon, Doctor Ken Nakazawa, Mrs. Ana B. Packman, Helen Read, Mrs. Irene Robinson, W. W. Robinson, Ethel Salisbury, Nila B. Smith.

After the introductions were completed, the group moved to the parlors for a short recess while the tables were cleared away and motion-picture apparatus was assembled. Then, with the aid of one of the library husbands, Walter Blunt, at the motion-picture machine, the audience of 217 people returned to enjoy the two reels of wild animal pictures taken by Doctor Atkinson, whose photographs contribute so much to the charm of the book "Blinky, the Biography of a Ringtale," written by Mrs. Atkinson. Doctor Atkinson introduced the pictures and proved himself not only the perfect photographer, but a raconteur par excellence with his soft Georgia accent, his stupendous sense of humor, and his thrusts of philosophy.

As a sort of benediction, Lee Shippey—who does not write children's books, but is the proud father of the "Dingblatt family," whose doings in "Ourville" appear occasionally in the "Leeside of Los Angeles" column of the Los Angeles *Times*—gave a word of farewell to the Atkinsons and other authors present.

First District Meeting, California Library Association

BY HELEN M. BRUNER, *Supervising Librarian, Sutro Branch, State Library.*

STAFF ASSOCIATIONS was the subject discussed at the fall meeting of the First District of the California Library Association, held on the evening of November 8 in the San Francisco Public Library building. Miss May Dornin of the University of California library, president of the First District, presided. Library workers from the public libraries in the East Bay and in San Francisco and from the two university libraries, Stanford and University of California, were present. Miss Jessica Fredricks, second vice president of the California Library Association, represented the association.

Two types of staff associations in libraries were first described. One, more or less of a social club, is that at Stanford University. Miss Orcena Dawson of the Stanford staff told about its monthly meetings and its plans for the future. Any member of the staff can belong. The dues are in proportion to salary.

The association in the Oakland Free Library has an executive committee made up of a representative from each class of library workers. A chairman is appointed for each group in the library by the executive committee, as well as chairmen for other standard committees. Frequent group meetings are held, but the executive committee meets only once a year unless there is a particular reason for meeting more often. They feel that one or two social functions a year are sufficient. The various departments of the library have their own departmental meetings for technical discussion outside the staff or-

ganization. Dues are the same for every member of the staff.

Associations of teachers in San Francisco, with special reference to the Classroom Teachers' Association, were described by Carl M. Ekloff. In San Francisco the primary teachers, the high-school teachers, the principals, in fact each group having problems and interests in common, has its own organization. The teachers feel that discussion scattered over a large number of problems does not answer the particular questions of any one group; that is their reason for these smaller organizations. These school associations are all coördinated by a presidents' council which meets each month to discuss problems common to all groups. A municipal federation of employees coördinates the municipal groups, and the labor groups are also federated with the larger labor organizations. They also join with the larger teachers' organizations, too, like the California Teachers' Association and National Education Association.

The Classroom Teachers' Association has its own committees and carries on its own particular activities. It publishes a monthly bulletin. Salary studies have been made. A plan for salary insurance was worked out. They sponsor a teachers' loan plan. Membership is limited to classroom teachers, although some honorary members have been admitted who have all the benefits of the organization but cannot vote or hold office.

Mrs. Miriam Maloy of the University of California Library summarized the data she she has been able to collect on library staff associations. She brought out six reasons or purposes for the existence of such organizations. They are educational; some of them have study groups, discuss books, periodicals, news of the day, etc. Then there is the social purpose; some of them include a drama section. Others do charity work and handle Community Chest and other charitable funds for the staff. Bulletins are published by many. Staff welfare is taken care of, the staff rooms furnished, loan funds set up. Promotion of professional standards is a very important duty of staff organizations, bringing their group into contact with the larger professional organizations.

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BOOK REVIEWS

TO MARKET WE GO, by Jane Miller. Illustrated by Florence and Margaret Hoopes. Published by Houghton–Mifflin Company. Copyright 1935. 88 pages. Trade edition, 90 cents list. School edition, 60 cents list.

This second book of Jane Miller in the Community Life Series, edited by Thomas Hopkins, curriculum specialist of Lincoln schools and associate professor of education, Teachers' College, Columbia University, and Lorraine Miller Sherer, director of curriculum, Los Angeles County schools, is a charming book for the primary grades. The editors state the purpose of the book is to give simple but accurate information on many important aspects of community life. The vocabulary has been checked with the Thorndike and the Gates list to assure a vocabulary within the grasp of primary children.

The content deals with "The Farmers' Market" and "The Open-Air Market." It opens with a visit to a farm and a viewing of the many things grown there and then a trip to the open-air market, where the products of the farm are sold.

The type is large and clear. The author has developed a recurrent rhythm that is sure to appeal to children. The illustrations are colorful and in keeping with the subject-matter.

YOUR ENGLISH PROBLEMS, by Mary Herold Easterbrook, Donald Lemen Clark, and Edwin Van B. Knickerbocker. Publishers, Silver, Burdett & Co. Price, $1.48.

This book aims to meet the needs of each individual. Some students need little or no practice in the mechanics of language; others may need a great deal. For that reason, some may be excused from those activities in mechanics in which they experience no difficulty, while others will find ample practice material for further development of language skills. It approaches the study of grammar from a fresh point of view and develops by reasoning from many illustrations the functional value of each grammatical principle.

"JOHN RODRIGUEZ CABRILLO, Discover of California," is the title of a State Department bulletin which recently came to the editor's desk, of which Doctor Ivan R. Waterman, chief, Division of Textbooks and Publications, is the author.

This historical essay, in its very attractive format and binding, will be a valuable addition in the school libraries to which it has been distributed. The historical importance of the great Portuguese navigator has scarcely received, in our textbooks and courses of study, the recognition to which his achievements entitle him. He was the first white man to set foot upon our California soil. His painstaking explorations and careful reports gave the impetus to all subsequent undertakings for the exploration and settlement of California. His achievements are the measure of his great and valiant spirit.

Doctor Waterman has done a service to the social studies curriculum of California in making easily available, in attractive form, the material for the study of this important figure. His work was initiated in response to a need occasioned by a recent resolution of the California Legislature. By this enactment, September 28, the anniversary of the discovery of San Diego Bay by Cabrillo in 1542, is to be honored as "Cabrillo Day" and suitably observed annually by the people of California.

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THE TULARE COUNTY PROGRAM

By W. M. CULP

Tulare County, California, is one of the noted agricultural counties in the United States. Dairying, cotton, delicious fruits, grapes, raisins, oranges, cattle, lumbering, anything you can mention almost, is produced in the rich lowlands and mountain sections. This last January Roy L. Driggers was elected Superintendent of this county, succeeding J. E. Buckman, who had retired after many years of earnest service devoted to the county schools.

The first six months in office Mr. Driggers studied his problem, asked advice from all sources, thought the advice through. For many years, as a teacher in the Porterville city system, Mr. Driggers knew of the general educational problems, but now he had the specific task of formulating a new program, which he set out to do. Owing to the fact that moneys for supervision were available that had not been spent early in the year, he was able to accomplish much immediately.

At the beginning of this school year Mr. Driggers put into operation in his county the unit programs of instruction and added extensively to his corps of supervisors. In whipping this plan into shape he had appointed early in the summer Mrs. Alice E. Mulcahy as director of curriculum. Mrs. Mulcahy came to her new position from the assistant superintendency of the Tulare city schools, where for years she had been carrying on a most progressive education program. With eighteen years in the Tulare city system, the last nine of them as assistant superintendent, with extensive study at San Jose, Fresno, and San Francisco state colleges, with an understanding of the state program of education as being developed by Miss Helen Heffernan, chief Division of Elementary Education, Mrs. Mulcahy was able to set up in the summer months a new program for the county. The new course of study she evolved is based upon the suggested state course, and emphasizes the social approach to subject matter and attempts to integrate the work of the elementary schools around the social studies.

This new program is not only being inaugurated in the county schools, but is being followed also in the city systems, such as Visalia, Lindsay, Tulare, and Porterville.

As an aid to this new program, Superintendent Driggers has created a new department of visual education. He has placed this department in the hands of Clarence E. Spencer, a Tulare County boy, a graduate of the Fresno State College, who is now completing his work for a master's degree from the University of Southern California. Mr. Spencer is acquainted with Tulare County conditions, as he has held various positions in the county and comes to his present work from three past years as principal of the Roche Avenue School, Porterville. By the aid of lantern slides, stereoptican pictures, still pictures, motion pictures, and mind pictures, Mr. Spencer hopes to greatly augment the success of the new education program.

Other new appointments include that of Rogers L. Moore as head of physical education for the county and John G. Terry as county attendance officer. Mr. Moore is a Porterville boy, a graduate of San Jose State College, and is completing his work at Stanford for a master's degree. He comes to his present position from the Tamalpais Military Academy. Mr. Terry has his A.B. from the University of Nebraska and his M.A. from the University of Southern California. He served with the A. E. F. in France, and since that time has had extensive experience in work at military academies.

H. W. Kelly continues as supervisor of health and coördinated activities, a position he has held for the past three years.

Clyde E. Hubbs, adviser of finance and administration, was added to the force last January. He is a graduate in commerce from U. S. C. and also received his master's degree in education from that institution. He has had eight years of previous experience as principal in San Luis Obispo and Tulare County schools.

Roy S. Driggers,
Superintendent of Schools, Tulare County

Miss Josephine Murray, who has been supervisor of music in the county for the past seven years, is aiding Mrs. Mulcahy in her new program by arranging for the integration of music into the units of work. Miss Katherine Hamm, supervisor of tests and measurements, and Mrs. Caroline Campbell, in charge of teacher certification, continue with the work that has been theirs for many years.

Miss Muriel Carlson has been added as a deputy. Miss Carlson will have as her main duty contact with visitors and direction of them to the people they should see. She is a graduate of Occidental College and has taught several years in the Tulare city schools and at Earlimart.

Superintendent Driggers has been most fortunate in setting up his new program in that he was able to move into commodious quarters in the old courthouse, space being available there because of the recent completion of the new addition to the courthouse. He has offices for his entire force and has provided ample conference rooms for his various supervisors.

Superintendent Driggers has started a most progressive program for the Tulare County schools, and his work has all of the elements of success in it because of the careful selection of assistants to carry out his plans.

READING AND THE SCHOOL LIBRARY

With the November–December issue of "Reading and the School Library," this ambitious little magazine opens its second year of service to those whose work it is to guide the reading of young people. It is plain that such a service is needed, and equally plain that the editors are offering it in good measure and with marked success. The issue in hand, for example, contains a thoughtful and suggestive article on a subject that must have been a stumbling block to many teachers, "Teaching the Essay," an article on "Two Trends in Books for Children," "Stimulating the Child to Read," and several other useful titles.

Regular features of the magazine are the book reviews, lengthy and explicit enough to provide a real guide to purchasers, and a long list of new books giving the annotations supplied by publishers. There is in addition a "Guide to Good Reading" which covers the ground for books of the month in the field of adult literature.

The advertising pages, well patronized by publishing houses, add their share to the practical value of the magazine. The publishers are the Follett Book Company, 1257 South Wabash Avenue, Chicago.

SOUTHERN COOKING

Southern cooking has always held delicious and intriguing characteristics. There were fragrant and delicious memories of corn dodgers, gumbo soup, chicken a la creole, rice fritters, and shrimp salad. Most of the dishes were covered and food was piping hot. The rare sauces and crusty breads were gastronomic delights. How wonderful to lose one's self again in that flavored Past! You can. Just by going to The Tick Tock Dining-Room at 530 Powell Street, a few steps above Sutter Street. Ann Williams is a charming hostess, who might well be proud of her distinctive cuisine.

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REDWOOD CITY SCHOOL NEWS

JOHN GILL, Superintendent of the Redwood City schools, reports a total of 1973 children in the elementary schools, of which 95 are in the kindergarten. He has a staff of 58 teachers this year. The district now owns five school busses and has had to rent four additional ones.

Mr. Gill feels that there is an unusually fine social-service spirit among his teachers. He has developed a plan whereby the staff budgets a fixed amount to be apportioned to various groups, such as the Y. M. C. A., Boy Scouts, etc. The teachers seemed to be more enthusiastic about the Red Cross than ony of the others and apportioned $60 to that institution. The system has worked out very satisfactorily, and the teachers are saved the time of individual interviews and the pressure of individual donations.

An opportunity room has been established in one of the new schools. The fifteen children in this class, who had been suffering under very great handicaps in the regular classes, are advancing rapidly both in social attitude and the type of work they are now being given. Any child in the system who is a problem either socially or in his work is sent from any part of the city to this school. Miss Lucretia Hall, the teacher, is exceptionally well trained in art and hand crafts, and a number of the children are beginning to show real talent in these lines. Discipline problems have vanished through the interesting type of work provided for each individual.

The testing program in the Redwood schools provides for an intelligence test in the first and sixth grades, and achievement tests are given in all the other grades each year.

At the San Mateo County Floral Fiesta, early in November, the Redwood City schools won the first and second prizes in miniature gardens and first prize in a contest in floral emblems, theirs being a ship of Columbus made in flowers. They also won first in a letter-writing contest in competition with all the schools of San Mateo County.

One of the chief commercial interests of San Mateo County is the flowers, and particularly is this true of Redwood City, where carloads of chrysanthemums are shipped out every fall. It is interesting to note the part the chrysanthemum plays in the art work of the schools, where some very lovely things have been done by both younger and older children.

CALIFORNIA JOURNAL OF EDUCATION

THE SIERRA EDUCATIONAL NEWS will appear in January with a new name and a new format. It will hereafter be known as the *California Journal of Education.* The size will be increased from 7 by 10 inches to 8½ by 11½ inches, which is the size of the magazine *Time. The Sierra Educational News* began thirty-two years ago as the official publication of the California State Teachers' Association.

Roy W. Cloud, managing editor, and Vaughn MacCaughey, editor, have produced a consistently interesting and worthwhile publication, for which they deserve more credit than the average reader can possibly appreciate. Only those who have struggled with the inevitable and grueling approach of the ever-recurring publication date, plus the failure of promised articles to arrive when promised, can know the little gold crown that editors should wear.

MISS ETHEL CARROLL

THE SUDDEN PASSING of Miss Ethel Carroll, librarian of the Oxnard Public Library, last September 7, was a great shock to her admirers throughout California. For twenty-eight years Miss Carroll had been head of the Oxnard Public Library and had made it one of the most outstanding of the smaller public libraries in the United States. In fact, the Oxnard Public Library was doing a work that cities ten times its size could well be proud of.

Miss Carroll was a Californian, born in Los Angeles 47 years ago. As a girl in 1902 she came to Oxnard and graduated later from the Oxnard High School. In 1907 she went into the Oxnard Library as assistant to the librarian, Miss Clara C. Fields. The next year she worked in the Santa Barbara library. Then in 1909 Miss Carroll was elected to the Oxnard librarianship, which she held to her death.

Interested in books and life, Miss Carroll played a prominent part in the women's affairs of her community. She was a charter member of the Oxnard Business and Professional Women's Club and held the presidency of the organization at two separate times. In the state organization of this club she held the office of director and state parliamentarian. Miss Carroll was also a member of the Catholic Women's Club.

As a woman of fine personality and a charming friend, her passing was a tremendous loss to Oxnard.

The carrying on of the work in the Oxnard Library is in the hands of two persons trained by Miss Carroll for many years. Mrs. Margaret McKinna is acting librarian and Miss Emile Ritchen is her assistant. Mrs. McKinna has been in the library ten years and Miss Ritchen seven years.

CHARLOTTE GREENWOOD AT GEARY

A REALLY IMPORTANT theatrical event will take place in San Francisco when Charlotte Greenwood, that ever-popular comedienne, comes to the Geary Theater, direct from London, where she has scored the biggest hit ever accorded an American actress, for a two weeks' engagement in the hilarious comedy success "Leaning on Letty," which ran for one year on Broadway under the title of "Post Road."

Miss Greenwood has been in London for the past four years with the exception of her brief visit to California two years ago and then the present one. Immediately after the two weeks' run here and a like stay in Hollywood, Miss Greenwood will return to London to appear there in another play shortly after the first of the year.

"Leaning on Letty" is the humorous tale of a set of kidnapers who evolve a novel scheme to hide their crimes and are getting by until discovered by the cunning lady who runs the "tourists accommodated" spot in Connecticut where they are making their hideout.

Besides Miss Greenwood, there will be other notable stage favorites in "Leaning on Letty," including Taylor Holmes, Romaine Callendor, who will be seen in the same rôle which he played during the long run on Broadway; Isabel Withers, Marion Burns, Boyd Irwin, Melville Ruick, and a host of others.

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WESTERN SCHOOL NEWS

Miss Stacey Armstrong, formerly supervisor of the Yolo County schools, is now teaching in departmental work in the McCloud School in Siskiyou County.

Mrs. Charlotte Tinker is now in her fourth year as supervisor of student teachers in the third, fourth, and fifth grades at the Chico State College. She was formerly rural supervisor in Plumas County. Mrs. Tinker this last summer took a trip to the Orient, visiting her sister, Mrs. M. R. Von Mullen, who has a private school in Kuala Sumpur, State of Selangor, Malaya. Whenever possible she visited native schools and had a most interesting time in Singapore. During the long voyage home she met two women with whom she had been having a most interesting time for many days—when finally one of them said, "What do you girls do?" To the surprise and amusement of all of them, each was a supervisor of student teachers in California. Miss Mabel Cunningham was from the Fresno State College and Miss Audrey Peterson from the San Diego State College.

Mrs. Vivian Long, formerly Superintendent of Schools in Plumas County, where she carried on a very progressive educational program, has been for several years in the Oakland system, first as teacher, then as teaching principal of a small school, and now is in her second year as principal of the Maxwell Park School. She is considered by the Oakland department to be doing a very fine piece of work in this position.

The "Elementary School Principalship in California," a new bulletin from the State Department of Education, has just recently come from the press. It was produced through the coöperation of the State Department of Education and the California Elementary Principals' Association. Its contents should be of special interest to school trustees and boards of education, to superintendents and district superintendents, as well as to every principal in California.

It should perhaps be brought to the attention of boards of education as much as to any other group, for it is to be hoped that the interest now being given to the "Elementary School Principalship" will focus sufficient attention in the work of the principal to bring about his release from a too frequent state of having to be both teacher and principal. In many instances the school systems could be immeasurably improved by the well-trained principal who was free to unify the program and supervise the teaching in his school.

SACRAMENTO INSTITUTE

The Northern Section, California Association, met in Sacramento for the biennial convention and teachers' institute from the 25th to the 27th of November. Fourteen of the northern counties joined with the cities of Sacramento and Chico, about 3300 teachers attending. Of this number, 750 were Sacramento city teachers. At the opening general session, which was held in the Memorial Auditorium, 4500 people were present. The section meetings were held in the afternoons and were distributed throughout the city in various schools. They were divided into secondary and elementary school meetings. The general feeling was that these "section" meetings were especially valuable.

Mrs. Gladys Potter, assistant chief of the State Division of Elementary Education, gave before the Language Arts Section a talk the subject of which was "The Place of the Language Arts in the Curriculum." The concentrated good sense and the stimulating suggestions of the paper are worth sharing with a larger audience, through the following review of Mrs. Potter's leading points.

"One of the necessities of life, now and for all time, is the ability to speak convincingly and well in the language of our own or our adopted country.

"The language arts must be an integral part of all school activities. English as our mother tongue must transcend the limitations of any subject-matter classification, and become 'the artistry to impart, express, create, and give joy, meaning and purpose to life itself.' The social studies, for example, cannot be learned except as English serves, since one knows only what he can express, and knows well only that which he can express well.

"Spelling and writing function as a part of written composition. The teaching of these tools will be most effective if high standards of correctness in spelling and good quality in writing are required to be maintained in all written work.

"If the language arts are to become a potent, living factor in the child's life, the teacher must realize that the language period is not an isolated lesson, but an integral part of all school work. As these arts are tools, they are a part of every activity. No matter what the subject content is, language skills are involved.

"Vocabulary building is an important part of every English activity. Adults have done much to discourage and surpress the interesting and delightful expression of children by laughing at the way in which a childish thought was stated. Much of the speech of early childhood is poetic, quaint and individual, and one of the responsibilities of the classroom teacher is to encourage, guide, and treasure this 'gift of the fairies.'

"Picturesque speech should receive more stress in the classroom. The teacher can do much to encourage an understanding and love of words. The English language is a part of the heritage of our boys and girls. It is replete with words they should know and use. The modern classroom should endeavor to break down the deep-seated feeling that to use unusual words is something to be avoided for fear classmates will think one superior or trying to 'show off.'

"Dramatization is another phase of the language arts which ought to be considered in detail. Dramatization as we understand it means free creative play. The child has a chance to recreate his own ideas in words and gestures. Facility with English, appreciation for the classics, the ability to work with groups, poise, self-confidence, and initiative are all worthwhile outcomes of dramatic play. The traditional type of dramatization was learning lines which were frequently meaningless to the child and too frequently not lovely enough to justify the time and effort spent on memorizing them. Today, creative play is a spontaneous expression of the child's own feelings."

Motion pictures taken at U. C. L. A. showing children engaged in creative play illustrated this last point of Mrs. Potter's discussion.

The Rural Supervisors' Association held a dinner during the institute which was attended by about sixty people, eleven of whom were county superintendents of schools. Of unusual interest was the fact that three county librarians were present — Miss Nancy C. Laugenour of Yolo County, Mrs. Ella Packer Morse of Colusa County, and Miss Gretchen D. Knief of Siskiyou County.

Mrs. Gladys Potter was the speaker. She gave a very helpful review of the new state bulletins already published and those that will soon be ready. Her talk for the evening was on "Facing Realities," emphasizing the fact that in many instances we are trying to get by with "oxcart ideas in a machine age."

Miss Winifred Van Hagen, chief of the Bureau of Physical Education for Girls, gave a short talk explaining the use of the new bulletin for her department.

The next meeting of the Northern Section of the Rural Supervisors Association will be held in Chico on January 13.

A New Publication

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